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ABSTRACT

This study is a pioneer effort to bring together the theory of counselor education, implementation of counselor role in the schools once a person is employed and the evaluation of his/her effectiveness with others. It is an extensive research project studying both the elementary and secondary school counselor the study sought to examine the value of providing on-the-job consultation to a recently trained group of counselors from each of four institutions. It included identification of the four counselor education objectives and the proposed time to be spent by the trained counselor across a set of functions if he were implementing the training model. The analysis included a study of functions performed by counselors; professional staff perceptions of guidance functions and relationships; personality factors of counselors and their relationship to selected guidance outcome variables. On the basis of this three-year project, the authors offer a number of recommendations for increasing the relevance and effectiveness of counselor education programs. These include: emphasis on the counselor's role as consultant to parents, teachers and administration; additional research on influence of on-site consultation; increased training in psychological education; and development of better procedures for career guidance training. (NG)

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Minnesota Department of Education

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Closing the Gap: A Study of Four Counselor Education Programs and Efforts to Facilitate Role Implementation and Counselor Effectiveness in the School

G. Dean Miller, Project Director
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PUPIL PERSONNEL SERVICES SECTION
DIVISION OF INSTRUCTION
MINNESOTA DEPARTMENT OF EDUCATION
St. Paul

1975

Introduction

This project follows a long series of Minnesota guidance evaluation studies (Tamminen & Miller, 1968; Petry, Anderson & Miller, 1969; Miller, Gum & Bender, 1972; Miller, 1973; Miller, 1975) including a counselor education study (Markwardt & Hogan, 1969). All of these studies have been conducted to bring theory of need, counselor preparation, and practice closer together. Additionally, and of crucial importance, is the effectiveness of the counselor himself/herself once employed by a school district to provide guidance services to children, youth, and adults. The need for examining the various components in the system along the way, as well as the actual impact on others, is great and the responsibility to monitor the total system has not really been assumed by anyone in the profession. Depending upon interest, institutional support, and job assignment, individuals from time to time have examined various parts of the system and made significant contributions relative to increasing clarity and definition of role purpose, attitudes toward role aspects, effectiveness of various training methods, counselor helpfulness, etc., but the fact remains that there is no professional accountability exercised regarding a total monitoring of the entire delivery system. Recently advocates, ombudsman, school-home liaison workers, and others (mostly untrained) have been added to institutions such as schools as part of special projects. The need to look for other helping persons may be a result of our lack of initiative and/or inability to assume responsibility for monitoring the connectiveness of our own delivery system. This study is a pioneer effort to bring together the theory of counselor education, implementation of counselor role in the schools once a person is employed, and his/her effectiveness with others.

The results of the evaluation effort reported here have important implications for counselor education and counselor practice in the schools. This experience should not be ignored if we are sincere about preparing and establishing counselors in schools as effective psychological workers in the helping professions.

Acknowledgment

This study as indicated in the introduction is the result of a long series of guidance evaluation efforts in Minnesota to bring guidance thoery, counselor education, and counselor practice closer together. This particular study was first presented for consideration by Dr. G. Dean Miller who served as project director to five of the eight State Department of Education approved counselor education staffs. These five institutions* were chosen because they were regular participants in vocationally reimbursed teacher education programs and the majority of the funds for the project came from the Division of Vocational Education. After the study plan was endorsed by the five institutions Drs. Eldon Gade and Calvin Vraa of the University of North Dakota were contracted to develop a preliminary proposal for funding consideration by the Division of Vocational Education. After funding was secured the project director joined by the associate director, Dr. Jon Boller, developed and implemented a revised research plan. Dr. Boller contributed immeasurably in the development of the four guidance attitude differentials used to assess professional groups' attitudes toward counselor role concepts. He assisted with the selection of other instruments used in the study and participated in the field testing and data collection especially the final year of the study. He also assisted with the final design, the sample procedures, and helped in editing this final manuscript. The responsibility for the overall design of the project, supervision of the activities, data collection, analysis and interpretation and writing of most of the report was assumed by the project director.

Many others made substantial contributions to the success of the study. Special thanks is expressed to Robert Van Tries, Assistant Commissioner, and Robert Madson, Director of Program Operations, both of the Division of Vocational Education in the Minnesota Department of Education who authorized the use of vocational funds for the project. Appreciation is also expressed to Reynold Erickson, Director of Pupil Services, Minnesota Department of Education, who supported the project by authorizing the project director to undertake the study. The counselor educators who served as the part-time project consultants to the project counselors were of primary importance in carrying out the study. Appreciation is therefore expressed to Dr. John Auger, Mankato State College; Dr. Agit Das, University of Minnesota, Duluth; Dr. Albert Kreuger, St. Cloud State College; and Marianne Sander, University of Minnesota, Minneapolis. Next, the administrators, teachers and, most important, the hundreds of children and youth all of whom cooperated in completing the various questionnaires and inventories used in the study. Next, the elementary and secondary school counselors who participated in the study (listed p. vi) and who also completed a number of questionnaires and tests and, of course the time-function logs. The experimental counselors

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*Due to the high percentage of nonschool counselor placements from their program at the beginning of the study, Winona State College was unable to participate.

deserve to be singled out from this group for their cooperation with the consultation phase of the study which was the treatment variable.

Special thanks goes to the many individuals whose instruments or modifications of them were used in the study: Drs. G. T. Barrett-Lennard, Benjamin Rusch, W. C. Schutz, Pauline Sears, H. J. Eysenck, Ida S. Hill, William Hill, John O. Crites and Mechanics Research, Division of Educators Assistance Institute.

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> "Activity that is not checked by observation of what follows from it may be temporarily enjoyed. But intellectually it leads nowhere. It does not provide knowledge about the situations in which action occurs nor does it lead to clarification and expansion of ideas."
>
> John Dewey—*Experience and Education* (1938)

Chapter *1*

Introduction

Background

The past decade and a half has seen an appreciable growth in the number of school counselors graduated from training institutions, and the employment of these persons at an ever increasing rate (450% between 1958 and 1970) in the public schools and vocational-technical schools (U.S. Office of Education, 1964, 1973). Minnesota has followed a similar pattern of increasing counselor employment, except perhaps the rate of growth at the elementary school level has not been as great (Minnesota, 1971). National support for guidance has been evidenced by financial support through the National Defense Education Act of 1958 (NDEA); Titles I and III of the Elementary Secondary Education Act of 1965 (ESEA); and the Vocational Education Act as Amended in 1968. Local financial support for guidance has increased (U.S. Office of Education, 1964; Van Hoose and Kurtz, 1970; Van Hoose and Carlson, 1972) and although there is evidence that high school counselors have been helpful to students in providing information to assist them in making intelligent educational and vocational training decisions (Petry, Anderson, & Miller, 1969; Tamminen and Miller, 1968) there is also evidence that counselors fall short in making impact on longer-range goals (Ginzberg, 1971; Tamminen and Miller, 1968).

In looking for explanations for why counselors are not more helpful, several sources might be examined. One question repeatedly raised concerns the specific functions of the school counselor (Arbuckle, 1968; Bonney & Glofka, 1967; Herr, 1969; Peters & Thompson, 1968). Most investigators agree that the counselor does not learn any single function in depth.

A second question directed toward counseling and guidance is concerned with role. Presuming that the counselor, as a trainee, is thoroughly educated in a number of varying functions, and that these functions comprise his on-the-job role, can he successfully carry out this role in the face of conflicting interests? Numerous researches have examined the role of the counselor: the student's perceptions of the counselor's role (Gibson, 1962; Grant, 1954; Heilfron, 1960; Jensen, 1955); the counselor's perception of his role (Hitchcock, 1953; Knapp & Denney, 1961; Pohlman, 1964); and studies of administrators and teachers as they perceive the school counselor's role (McDougall & Reitan, 1963; Schmidt, 1962). The school counselor faces a "role dilemma" because many persons in his work situation have different expectations concerning the functions he is to perform (Boy, 1962). The role concept he has incorporated during his years of training is very susceptible to modification on the job, which in turn influences his effectiveness as a counselor.

A related area obviously sharing some of the responsibility for counselor behavior is counselor education itself (Aubrey, 1972). Whiteley (1969) has identified some of the crucial issues related in evaluation of counselor education. "Despite the importance of evaluating counselor education and its centrality to the profession, very little research on evaluation has been conducted. The few evaluations that have been done were generally of low quality, superficial, and so narrowly defined that misleading implications could be drawn. Regrettably, evaluation does not appear to be a term with any substances in counselor education programs" (p. 179).

Whiteley (1969) has pointedly noted that the lack of evaluation of counselor education is related to the lack of counselor performance objectives: "It will not be possible to study with any precision the effects of a training program until it becomes clearer what effects the counselor should produce and how he is to accomplish his purposes. When the desired outcomes of training programs are further specified and more is known about what counselors do that makes their training worthwhile, evaluation will become a more valid and useful undertaking" (Whiteley, 1969, p. 180).

If the objectives of total counselor training programs are explicated, it will be possible to evaluate them in terms of their goals. Objectives which can be measured for counselor education programs must be developed. Furthermore a commitment to evaluate the graduates of the program in terms of those objectives must be made before sound counselor education evaluation will occur.

Similar observations resulted with the Minnesota status study of counselor education sponsored by the Pupil Personnel Services Section of the Minnesota Department of Education (Hogan & Markwardt, 1969):

1) "The fact of completion of a program in counselor education, therefore, tells little about the experimental background of the individual needless to say his philosophy, theoretical orientation, concept of counselor role, or practical approach."

2) "This survey revealed that over the years only three or four follow-up studies of ex-students have been done. They were not consistently done where they have occurred and have dealt only at the relatively superficial

level of opinions and attitudes. There have been no meaningful studies of counselor behavior on the job" (p. 13).

3) "It is recommended that more attention and effort be devoted to formal evaluation of counselor education. Evaluation needs to be a systematic and periodic process. A sound program would involve continuing internal evaluation and periodic evaluation by external groups" (p. 23).

4) "It is recommended that counselor educators intitiate rigorous evaluation of program outcomes on a regular basis and that such evaluation focus on the professional behavior of their counselees, their professional colleagues, and the institutions in which they are employed" (p. 25).

Statement of the Problem

This study, an effort to tighten up the relationship between training, role implementation, and counselor effectiveness, sought to examine the value of providing on-the-job consultation to a recently trained group of counselors from each of four institutions. The study included identification of the four counselor education objectives and the proposed time to be spent by the trained counselor across a set of functions if he were implementing the training model in a given school. The analysis included a study of functions performed by counselors, professional staff perceptions of guidance functions and relationships, personality factors of counselors and their relationships to selected guidance outcome variables.

General Research Questions

1) What are the objectives of each of the four counselor education programs included in the study?
2) How consonant is the role implemented by the counselor, with and without on-site consultation, with that specified by the training institution?
3) What is the relationship of the role implemented by the graduates from the four programs to selected hoped for guidance outcome variables?
4) What is the nature of the relationships among important pupil, teacher, administrator, counselor, and counselor educator variables?

Delimitations of the Problem

1) This study included groups of counselors prepared from only four of the eight State Department approved counselor education programs.
2) The sample of counselor functions and other relevant guidance data studied were drawn from the 1971-72 and 1972-73 school years.

Limitations of the Problem

1) This study was limited to the validity and reliability of the instruments used.
2) Some counselors in the study did not start on the job at the same time, therefore, this might tend to make it more difficult to influence the role implemented by the counselor or show gains across the hoped for guidance outcome variables.

Significance of the Study

Counselor educators conceptualize preparation programs for counselors who are employed in schools, yet there is little or no systematic effort to: (a) make the guidance model more explicit; (b) assist counselors in implementation of the training model; and/or (c) evaluate the effectiveness of counselors who complete the preparation program in counselor education. Hogan and Markwardt (1969) underscore such a need in Minnesota which bears repeating and that is ". . . counselor educators initiate rigorous evaluation of program outcomes on a regular basis and that such evaluation focus on the professional behavior of their counselors, their professional colleagues, and the institutions in which they are employed" (p. 25).

Definition of Terms

Function. An act of professional behavior performed by the counselor.

Elementary

Purpose of Function Performed

Facilitate Development (J-1). A function performed to enhance pupil growth in self-understanding, social relationships and positive attitudes toward learning. Efforts and activities were thus developmental as opposed to remedial. (Appendix B.)

Remediate a Problem (J-2). A function initiated to resolve or reduce pupil problem such as underachievement, social maladjustment, negative self-concept and lack of self-control.

Facilitate and Remediate (J-3). A function performed to serve both to eliminate or reduce conflict such as punitive treatment of one child by peers and to initiate prevention of future problems or promote growth through group understanding of aggressive behavior and need for some self-control.

Type of Function Performed

Individual/Group Counseling or *Behavior Modification* (M&N-1, M&M-2, M&N-4). An interactive process between the counselor and pupil in a one-to-one relationship or in a group setting with other pupils primarily to resolve or reduce inter- or intrapersonal conflict, underachievement or disruptive behavior. Another aspect is the use of various rewards and reinforcement schedules to establish desirable school behavior or eliminate undesirable or disruptive behavior. This function is remedial in nature stressing the corrective aspect of guidance. (Appendix B.)

Developmental Guidance Activities (M&N-3). A discussion leader function performed by the counselor usually in the classroom dealing with such developmental needs as understanding human behavior and building positive interpersonal relations as well as orienting pupils with expectations of later school placement such as sixth graders learning about the organization of the junior high school. This type of function is considered to be developmental in nature.

Consulting Conferences and In-service Activities (M&N-5, M&N-6). A function performed by the counselor primarily involving a consultant-consultee relationship with those who plan for and/or work directly with pupils (teachers, parents, principal, or other specialists). This function includes activity with teachers where the counselor serves as a discussion leader or resource person. This function is associated with a developmental model of guidance.

Placement and Testing (M&N-7, M&N-8). A function performed relative to special grade or teacher assessment of pupil(s) or testing an individual or groups of pupils for intelligence, academic achievement, or adjustment. This function is associated more with a remedial approach to guidance.

Referral (M-1, 2). An activity whereby the counselor suggests that a student or parent might be better served by receiving professional assistance from another school specialist (e.g., school psychologist, nurse, social worker, speech correctionist, etc.) or by seeking help from another community agency (e.g., welfare, family service, clergy, mental health center, drug center, etc.).

Recording and Reporting (N-1,2,3). A task which may include writing notes on counseling, a conference, a classroom observation; compiling a report for teachers or administrators; coding log sheets or working on a guidance research report.

Research (P-1,2,3,4). Any activity which involves work on a survey of inschool students (needs, vocational-educational plans, interests, etc.), out-of-school youth, evaluation of the guidance program or the curriculum.

Other Professional Functions (O-1,2,3). An activity which includes effort directed toward upgrading one's professional skill or knowledge (e.g., studied professional literature for general knowledge, attendance at a professional meeting, an in-service program or a college course).

Planned Work Schedule (O). A task which involves scheduling the activities for the day, week, month or school year or reading one's correspondence.

Clerical (R). Any task which involves filing, typing, recording, scoring group tests, ordering supplies, or similar activity like coding school or pupil data for the computer printout of class schedules or grades.

Secondary

Purpose of Function Performed

To Meet a Development Need (H-1, 2, 3). A function performed to facilitate: 1) student growth in understanding of self and others, 2) responsibility in the learning process, educational decision-making and/or goal setting, and evaluation in an educational setting or planning a positive school climate; 3) understanding and acceptance of responsibility in career planning, goal setting and decision-making. (Appendix B.)

To Solve a Problem (H-1, 2, 3, 4, 5, 6, 7, 8). A function performed to reduce conflict or remediate an inhibiting situation in relation to: 1) self understanding and/or interpersonal relations with others or health problem; 2) education (e.g., student conflict over courses, class schedule, discrepancy between qualifications and career choice, career indecision, etc.); 3) Vocation (e.g., discrepancy between qualifications and career choice, career indecision, etc.); 4) family (e.g., parent-child conflict, drinking parent, separation or divorce, running away from home, etc.); 5) classroom (e.g., group conflict, negative attitudes toward learning, etc.); 6) learning difficulties (e.g., failing in school, slow learner, reading problems, or other poor learning skills); 7) dynamics of behavior (e.g., acting out behavior, stealing, lying, shyness, etc.); and 8) organization (e.g., interstaff conflict over school rules, dress code, student behavior, etc.).

Type of Function Performed

Individual/Group Counseling (KA&B-1, 2, 5).* An interaction process between a counselor and student in a one-to-one relationship or in a small group setting with other students of like concern or need as a procedure to resolve a dilemma, reduce conflict, solve a problem, facilitate a decision, i.e., interpersonal conflict, vocational indecision, college selection, underachievement, acting out behavior, career planning, etc. At the secondary level it is used both as a developmental and remedial approach to guidance. (Appendix B.)

Consulting, Process Observation, and In-service (K-3, 4, 6). A function performed involving the counselor (consultant) as a resource person and another individual—the consultee (teacher, parent, principal, etc.)—who has expressed a need for shared decision-making, interpretation of behavior, educational planning, etc. It involves primarily those who work directly with students. It also includes those activities where the counselor serves as an observer of the group process (classroom, committee meeting, etc.) whereby feedback is provided regarding the nature of group process operating in order to facilitate goal setting, clarification, communication, problem solving, etc. The counselor serving as a resource person or discussion leader regarding inservice activities with teachers is also included.

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*Behavior modification was originally planned to be considered separately, but a careful examination of the log notes revealed counselors using this code were using more behavioral counseling techniques (Krumboltz and Thoresen, 1969) rather than strictly behavior modification procedures.

Developmental Classroom Guidance (KA&B-7, 8). A function performed by the counselor who acts as a discussion leader (or cooperates with a teacher) in presenting material relative to such student concerns as career decision-making, career development, values clarification, orientation to future school placement (senior high, college, vocational-technical school, military, etc.).

Testing and Placement (KA&B-9, 10). A function performed relative to course selection, grade placement, section placement or placement of student with a particular teacher. Testing of individuals or groups for intelligence, academic achievement, vocational interests, or adjustment is included in this category.

Referral (P-1, 2). An activity whereby the counselor suggests that a child or parent might be better served by receiving professional assistance from another specialist within the school (e.g., school psychologist, nurse, social worker, speech correctionist, etc.) or by seeking assistance from another agency within the community (welfare, family service, mental health center, etc.)

Recording or Reporting (R-1, 2). An activity involving writing of notes or material from counseling, a conference or a classroom observation which may become part of the cumulative record. It includes writing of reports, recording log sheets or administrative reports.

Analyzed Pupil(s) Data (S-1, 2). This task includes examining data about a single pupil or a group of children (test scores, grades, teacher ratings, etc.). It may include reviewing information regarding a child submitted by another school specialist or community agency.

Studied References (U). A task whereby understanding, clarification or solution of a school related problem is sought by examining the professional literature.

Professional Improvement (V-1, 2, 3). This activity involves effort directed toward general upgrading of one's knowledge or skill (e.g., studied professional literature for general knowledge, attendance at a professional meeting, an in-service program or a college course).

Planned Work Schedule (T). An activity which includes planning a daily, weekly, monthly or annual work schedule. It also includes reading the mail.

Clerical (W-1). Any task which involves filing, typing, recording, scoring group tests or completing requisition forms for supplies or equipment.

Counselor Effort Variables (Elementary and Secondary)

Average Time Per Function. The mean time spent by the counselors performing a function.

Number of Functions Performed. The number of functions performed by the counselors during the days sampled each year.

Chapter 2

Review of the Literature

This chapter will examine the professional literature and focus on certain aspects of counselor education and role aspects especially counselor role perceptions, supervision (including off-campus practicum and on-site supervision), in-service for counselors, consultation, and personal qualities of the counselor relative to counselor effectiveness.

Counselor Role Aspects

Although a considerable body of literature exists on teacher role taking, e.g., Brookover and Gottleib (1964, Ch. 13) and Gage (1963, Ch. 14) less literature exists on the dynamics of counselor role implementation. Although studies and reflections upon counselor role and function have dominated the literature for many years including the more recent studies of counselor role conflict and the professional statements on counselor role, reports on the dynamics of the counselor role taking process are less apparent.

Ivey and Robin (1966) have discussed role conflict as it applies to the school counselor and posed four types of conflict: role conflict stemming from role definers, role conflict internal to the role, role conflict stemming from the interaction with the social system, and role conflict stemming from the interaction of the individual and his role. Thus, the role of the counselor is not only determined by the school prescriptions and proscriptions but also by the expectations which "external determining others" in his school and community hold for him. These significant role senders translate self and institutional requirements into expectations and evaluate counselor behavior in relationship to these expectations. The counselor role is therefore made up of an interplay of internal and external determiners.

In a similar effort to focus upon the various factors which influence counselor role Miller (1963) identified the major determinants as counselor education, professional literature, school and community, plus counselor qualities. "They all impinge on the behavior of the counselor, but do so in varying degrees of influence, depending upon how the counselor perceives their importance in relation to his perception of role and/or his own psychology" (p. 11).

Bentley (1968) has assembled a collection of articles on counselor role and presented a model of the role episode as it relates to counselor role. Gade (1969) has developed a design for the study of counselor role conflict and ambiguity.

In a study of counselor role determinants, Herr & Cramer (1965) compared counselor educators' judgments with a group of New York school counselors. There was moderate agreement (r=.53) between the two groups on what determines what counselors do. It is interesting that while counselor educators rank themselves No. 1.5, the counselors put principals in the No. 1 position and give counselor educators rank No. 10. Both give counselor ability primary influence. Students ranked 4th on the counselor's list but only 8th on the counselor educator's list. The guidance supervisor was 3rd on the counselor's list but only 5th on the counselor educator's.

"It seems possible that counselor educators' perception of the training they offer as a prime determinant of school counselors role involves a lack of objectivity when dealing with data perceived as threatening and which conceivably stimulates them to justify their own importance in the subsequent life of the practicing counselor. . ." (Herr and Cramer, 1965, p. 4).

"Does zeal for professional status and professional commitment wear off over time or does it intensify? Does the impact of counselor educator become internalized by the practicing school counselor with increasing experience and thus not remain as clearly associated with the formal preparation period or do the objectives and universality of theory and techniques which the school counselor is exposed to in training gain more status as the school counselor is confronted by a greater diversity of student, parental and administrative demands (Herr & Cramer, 1965, p. 8).

Dietz (1972) in a Tennessee study asked counselors to rate their job satisfaction in relation to the ten American School Counselors Association's (ASCA) role and function recommendations using a semantic differential instrument. The mean rankings revealed the following, in order of satisfaction, from high to low: placement, public relations, educational-occupational planning, staff consulting, pupil appraisal, referral, counseling, program development and research. As pointed out by the author, there was considerable discrepancy between the ASCA recommendation that 50 per cent of time be spent in counseling and the counselors ranking it seventh out of ten functions as a source of satisfaction.

Herr (1969) surveyed state guidance supervisors as to their attitude toward 44 functions derived from ASCA policy statements (*Statement of Policy for Secondary School Counselors and Guidelines for Implementation* 1965). State guidance staff were asked as to whether or not they felt each function appropriate, do counselors perform it, and do counselor education programs prepare counselors to perform it. With very little exception, state supervisors agreed on the appropriateness of the 44 functions in over 90% of the functions. They felt 27 of 44 functions were actually performed, but disagreed as to whether or not counselors were actually prepared to handle 29 of the 44 functions. They agreed that 15 functions were appropriately manifested in preparation and practice.

In a comparison of attitudes of counselors, counselor educators, and administrators Knowles and Shertzer (1965) examined the degree to which the various groups agreed on a counselor role generalist-specialist dimension. Those with much course work in guidance, counseling and psychology and little secondary school experience tended to support a specialist position whereas the reverse background group supported the generalist's role. Counselors were closer to the counselor educator's group than the administrators' group. Administrators were somewhat authoritarian, institution-centered, favored part-time counselors, an educational view, and stressed the information giving function of counselors. Counselor educators favored a specialist's position, emphasizing a non-authoritarian, student-centered position with a psychological viewpoint and stressing personal and educational counseling. The counselors were located between the two groups on most factors but agreed with the counselor educators on a non-authoritarian, student-centered approach emphasizing a psychological viewpoint in a full-time position.

The perception of the appropriateness of various counselor functions by counselors and principals was studied by Filbeck (1965). Counselors and principals were each asked to rate the appropriateness of various actions for 13 hypothetical problem situations. While there was general agreement between the two groups they did separate when student behavior was perceived by the principal as a threat to controlling the school. In these cases, administrators felt counselors should support the rules whereas counselors tended to stress individual student values and decision-making factors.

A comparison was made between principals and counselor educators regarding six counselor role concepts (Hart & Prince, 1970). Principals, unlike counselor educators, felt counselors should perform clerical type duties such as course changes, occasional attendance-checking and registration. Counselors saw counseling as self-discovery and adjustment whereas principals saw it more as academic thinking. Principals expected confidential information given the counselor to be shared with staff. Principals with no counseling background felt counselors should handle discipline.

It has been suggested that in order to reduce the negative principals upon the role of counselors, the counselor-principal relationship should be changed from line to staff with counselors directly responsible to a guidance supervisor who in turn would be responsible to administration. (Humes, 1970).

The relationship of administrative practice to counselor role conflict was studied by Humes and Lavitt (1971) in Massachusetts and Connecticut. Counselors felt that role clarity would be enhanced when primary supervision responsibility is placed within a pupil personnel services framework. Counselors view traditional principal authority as a block to placing supervision of counselors with pupil personnel services. Elementary school counselors, different from secondary counselors, tended to be supervised by directors of pupil personnel services.

Asking counselors to evaluate their preparation in six function areas as well as specific courses in their preparation was the focus of Joseph and Drury's (1971) survey of Ohio counselors. Counselors reported spending little time in the in-service activity area at the secondary school level and almost a majority at all levels indicated they received poor preparation in this area. Most of them at all levels reported performing counseling duties and rated their training in this area very high. They also considered testing, dissemination of occupational-educational information, class scheduling and course selection as major responsibilities. The majority of high school counselors reported doing group guidance (63%) while 83% of the junior high counselors and 80% of the elementary school counselors were doing so. The majority rated their preparation in group approaches fair to poor. In rating the courses they had taken, generally the guidance courses received the more favorable responses although not all had a course in some areas such as group guidance, learning theory, mental hygiene, etc. Over thirty per cent felt the practicum should be strengthened and extended to include an internship and the on-the-job training.

In another state study, Wisconsin (Roth & Perrone) asked secondary counselors to estimate how much time was spent on various tasks, how much time should be spent on them, and these estimates were in turn compared to counselor educators' ideal estimates. Considerable variation showed up among the counselors. Teacher-counselors were more administrative in orientation and less involved in guidance type of tasks than full-time counselors. Generally, there was agreement on ideal role estimates among the group studies on mayor guidance services. Over half of the actual and ideal role by all groups was individual counseling. More time was spent in testing than in group activities. Most of the time with teachers (actual & ideal) was for remedial or adjustment purposes of students. Counselor educators felt more time should be devoted to guidance research compared to counselor estimates. Counselor educators placed higher priority on group work with students and working with teachers and parents.

New York conducted a study (1974) of the role of counselors and their effectiveness. Data were collected through interviews and questionnaires. Counselors did not appear to influence student decisions regarding career choice and post-secondary education; many counselor tasks were not professional; role and functions of counselors was not clear making evaluation difficult. Corrective recommendations included clear guidance objectives to fit local needs; more definition as to the role and function of counselors; reduction in routine administrative duties; widen use of peer counseling; fuller use of community resources; greater involvement of parents, teachers, and students in annual review of guidance effectiveness; and re-examination of the present distribution of counselor positions between elementary and secondary schools.

One state (Utah, 1974) investigated into the work of the counselor and areas of concern, to school personnel, including the following: overemphasis upon counselor's role from counselor education institutions; emphasis upon clinical aspects of counselor's role; too much emphasis upon the one-to-one relationship; inadequate background in the world of work; inadequacy of preventative or developmental guidance at the elementary school level; need for more counselor involvement as pupil advocates; assignment of secondary school counselors to non-guidance functions; inadequate attention to guidance needs of minority youth; some counselors prefer quasi-administrative tasks; counselors not deeply concerned about curriculum and the learning process; need for increased counselor skill in human relations; and greater counselor commitment to career decision-making. Recommendations and implementation tasks were developed to strengthen the work of the counselor in schools.

Disilvestro (1973) conducted a study of Indiana secondary school counselor role relative to the agreement between administrators and counselors over 99 functions. Principals, superintendents, and counselors were in high agreement as to whether or not the counselors were actually performing the various tasks. Differences, when they occurred, were more often between principals and counselors. They were generally high in agreement over their attitudes towards these functions and whether or not counselors should be performing these tasks. Areas needed strengthening include: greater teacher-counselor cooperation, increase utilization and interpretation of appraisal results; more counselor involvement in career development; concern varied over counselor involvement in class scheduling; greater counselor contact with parents; increase group counseling; more guidance research and program evaluation; and more counselor involvement in the school as a consultant although this last function was not supported strongly by the principals.

In a state study of 14 Minnesota demonstration projects in elementary school guidance Miller, Gum & Bender (1972) using time-function logs collected data on the counselors over a two-year period to determine: a) the nature of the role model implemented and to b) the effectiveness of counselors in relation to 16 hoped for guidance outcome variables. While the counselors both years performed both developmental and remedial type functions, the major emphasis was on developmental type activities. The second year results revealed significant improvement in pupils' locus of control, school anxiety, staff openness to others, and the peer status of a group of least-liked children. Twelve of the 16 guidance variables were predictable through an analysis of how counselors spent their time on various functions.

In an earlier study of an elementary school project in Maryland (Byrne, 1968) efforts were directed to finding out the function of an interdisciplinary person in the elementary school, effectiveness of on-the-job training, and the effectiveness of services. Generally there was no difference between the types of workers, traditional or child development consultant. In the study of functions by the second year twice as much time was spent in remediating and/or enhancing development as in other functions. Enhancing development was next in terms of how time was spent, and remediating was third.

Wisconsin (1969) and Wyoming (1969) collected counselor estimates on how elementary school counselors spent time on various guidance tasks as well as how it should be spent. The Wyoming counselors spent most of their time in coordinating activities (41%), counseling (37%), and consultation (22%). Preference was for counseling (44%), coordination (30%), and consultation (26%). In the Wisconsin study elementary school counselors would spend less time with problem students, appraisal functions, and parent conferences but increase time in group counseling, developmental activities, and working with parents in groups.

Tennessee (1971) studied 13 pilot elementary school guidance projects and while there was wide variability among the various schools, there was high agreement between pupils and teachers as to guidance program. Pupils at all grade levels seemed to know the main purpose of the counselor in the school. Most of the teachers' positive responses were related to their own guidance role with little reference to consultation with the counselor.

Illinois sponsored a two-year study elementary school counselors in three diverse school districts (Kaczkowski, 1971 and Kaczkowski, n.d.). Counselors spent most of their time in counseling with consulting a distant second activity and coordination of services only rarely performed. Teachers' ratings of referred pupils indicated significant improvement in both adjustment and academic performance. Counselors really concentrated on adaptive school skills rather than basic academic skills. Pupils perceived counselors as helping those in trouble in school with their studies.

McGreary and Miller (1966) in a study of California guidance activities asked administrators and counselors to rank functions in order of importance. Counseling, teacher consultation, and parent consultation were highest in importance, however, in order of actual time spent the ranking was counseling, teacher consultation, and testing. Michigan (1969) and Oklahoma (1969) used guidance questionnaires with elementary school teachers. In Michigan teachers indicated very little difference in rating aspects of the guidance program. The guidance programs were rated about 80 per cent effective on all points whereas in the Oklahoma study teachers rated the counselors high on follow-up of referrals and in meeting pupil needs promptly.

In summary for this section; there is considerable variability among various professional groups asociated with the schools as to what functions are appropriate for the counselor to perform and whether or not he is prepared adequately to perform them and does, in fact, actually perform them in his day-to-day work in the schools. Counselors who identify heavily with the student and individual rights and consult with teachers are often perceived as in conflict with principals who tend to be concerned with the overall management of the school and view themselves as the primary consultant to teachers.

Recent efforts to examine counseling and guidance programs (Indiana, New York and Utah) reveal considerable discrepancy between professional expectations of the counselor and what he/she is actually doing in the school and especially the lack of impact on career guidance and decision-making of students. High time spent in individual counseling does not appear not to be well supported nor does very much involvement with non-guidance tasks. Interest seems to be in encouraging greater use of group approaches, peer counseling, and more commitment to career guidance aspects. More involvement with teachers, minority youth, and parents is also suggested. Guidance evaluation and research was also stressed. Elementary school counselor role studies tend to show more counselor time being spent in consultation with significant others (teachers, parents, and principals) than studies at the secondary level. This is also true regarding time spent in developmental guidance activities in groups or in the classroom with teachers. With the exception of the Miller, Gum & Bender study (1972) in Minnesota and the Maryland study by Byrne (1968), studies of counselor role and function have been based on only counselor estimates of how time is actually spent in the schools. There is very little guidance theory to provide precise assistance to counselors in the distribution of their time and effort in the school although some general guidelines have been developed by the professional associations (ASCA's *Statement of Policy for Secondary School Counselors and Guidelines for Implementation*).

Supervision in Counseling

As a vital part of the core curriculum in most counselor training programs, the practicum or internship experience affords the student an opportunity to implement the "theory" he has absorbed from classroom and seminar; further, it provides a "practical application and integration of the principles and methods which he has studied" (Hansen, 1965, p. 75). The 1958 APGA committee on counselor preparation recommended that "even more important than the number of hours devoted to the practicum is *the quality and the nature of supervision*" (emphasis added). Crucial to this recommendation (as eventually it becomes crucial in the counseling interview) is the relationship which develops between the counseling supervisor and the student trainee. The supervisory relationship is of prime importance. Learning to be a counselor is both an intellectual and an emotional experience, the emotional "being, perhaps, the most crucial" (Altucher, 1967). This relationship is similar in some respects to the "existential" relationship described by Brammer & Shastron (1961) which exists between ". . . two unique personalities in the counseling interview." It is around this relationship that a sound rationale is developed to guide the counselor's practice. Ekstein & Wallerstein (1958) have prepared a lengthly bibliography relating to the supervisory relationship in the training of counselors.

The needs of both supervisor and trainee are important factors in the development of a supervisory relationship. Especially important are the needs which the trainee brings to the practicum experience. As Lindzey (1954) pointed out:

> Basic to the problem of supervision is the understanding, on the part of the supervisor, that the person engaged in an activity will tend to temper his behavior to suit his own personality needs and the expectations he has for the role of his position, while striving to function in accordance with the role expectations expected of him by the supervisor.

What does the trainee expect of the supervisory relationship in the practicum experience? There appears to be an interaction effect between supervisor and trainee, wherein the bias of the supervisor strongly affects level of regard as perceived by the trainee (Patterson, 1964). In one study (Hansen, 1965), 30 NDEA institute counselor trainees described their expectations regarding the supervisory relationship, and later, how they had actually perceived that relationship. Using the Barrett-Leonard Relationship Inventory, the perceived supervisor level of regard was significantly higher than unconditional regard, suggesting that supervisor regard was greater where the trainee met the bias and role expectations of his supervisor.

The supervisory relationship is also influenced by the training institution. The institution has the dual responsibility both to train the student and also to evaluate his program. Much of the responsibility for evaluation falls upon the supervisor. The trainee is fully aware that there are proscribed boundaries to the supervisory relationship, i.e., at some point during the practicum the supervisor's role *must be that of evaluator*, and he must assign a grade. There are other boundaries as well to the practicum: it lasts for a particular and circumscribed length of time, and as a part of the college curriculum, it carries credit (Johnson & Gysbers, 1967).

It is hoped that in the successful counselor education program the trainee will begin to develop a value system consistent with self, and further that this self-consistency will carry over into the counseling interview (Ruble, 1968). While Carkhuff (1966) has suggested that there is no particular relationship between a counselor's competence and knowledgeability of counseling theory and methodology, others (Rogers, 1961; Patterson, 1964. Gysbers & Johnston, 1965) have recommended that a practicum based upon "client-centered approach is conducive to the promotion of client-centered skills in the trainee." It might also be suspected that such an approach, i.e., theory modeling by the supervisor, would be successful with the teaching of other counseling methodologies. If it may also be presumed that many supervisor-trainee relationships subsume a high degree of closeness and intimacy, a goodly amount of modeling will occur amongst practicum group members, usually a modeling of the supervisor's interpersonal style. This modeling is consistent with social learning principles (Bandura & Walters, 1962). Finally, it would be presumed that the supervisory style should be consistent with that counseling model espoused by the training institution.

There are various supervisory models which may be implemented by the supervisor. Of these, three may be easily identified: 1) a group supervisory model, 2) an individual supervisory model; and 3) a supervisory aids model.

Group supervisory model

Considerable attention has been focused on the use of groups in practicum. Borrowing from early NTL experiences, proponents of the T-Group approach (Argyris, 1964; Bradford, Gibb & Benne, 1964; Schein & Bennis, 1965; Cartwright & Zanders, 1965; and Schutz, 1969) have provided counseling with ample theory and methodology for the organization of group practicum experiences. Of specific concern here is the use of the group as an adjunct to supervision. Foreman (1967) reported earlier studies by Paris (1964) and Seegars & McDonald (1963) using T-groups "as an integral part of the practicum experience." The results of these studies were encouraging, and in at least one case, a T-group "practicum experience" was established by members of the University of Cincinnati Testing and Counseling Center including both supervisors and trainees. One of the purposes of this program was to investigate implications for more therapeutic supervisor-trainee relationships. Foreman (1967) reported:

> The primary problem seen by staff (supervisors) and students (trainees) was breaking through the traditional academic hierarchy in order to establish nondefensive communication. Staff members . . . felt the T-group experience had greater relevance to practicum supervision because supervision would be a direct extension to the very meaningful relationships formed within the group. The staff felt very involved with their students . . . (and) also reported that the group experience gave them a clearer picture of student's dynamics which provided better understanding of their behavior during counseling (pp. 50–51).

In the above study Foreman also indicated certain drawbacks specific, not on the use of the T-group, but rather in the method of implementation. The chief concern for both supervisors and trainees was that the T-group opened the pathway to increased communication but that many issues had not been resolved, or even dealt with, when the T-group was terminated. Modifications suggested were: 1) to introduce more focused group experiments "designed to highlight and resolve communication problems" which arise naturally within the authority-peer group system; 2) to initiate T-groups during the ongoing practicum experience which are limited to an evaluation of the trainee's counseling experiences and "further resolution of ongoing interpersonal problems;" and 3) to use off-campus facilities with a group trainer not affiliated with the training institution's staff. To this latter point, it would seem that further consideration be given to the designated leadership of the practicum T-group, since it is inevitably that relationship between supervisor and trainee which *is* crucial to the successful practicum.

Muro (1968) proposed a format for group supervision. While this format is more directly concerned with the use of group counseling and training the student to lead groups, the several basic principles are applicable. The first of these is the necessity for observation by the supervisor, which often must be implemented with the supervisor present in the group. While it is unlikely that the trainee will "welcome" the supervisory visits, much anxiety may be reduced if the trainee is concomitantly accorded the privilege of observing his supervisor in group training as well as being observed. A mutual professional respect develops wherein "fruitful comparisons" of theory, philosophy, and technique may occur. Many problems may be resolved similar to those inherent in the group supervised practicum.

Again, Muro (1968) recommended acquisition of knowledge of "group theory." While this is a useful facet of the group practicum training experience, it may also be helpful for the practicum student in evaluating the ongoing process of his supervisor's group supervision of himself and his fellow trainees. As a member of a group under supervision, many of the same theoretical principles which govern his behavior as a group leader apply.

Finally, process observation, as a skill to be learned by the trainee, may be applied to either situation. As the leader of a group the student becomes well acquainted with observation of the developmental phases of the therapeutic growth process. As a member of a supervision group these same process observation skills may be used to understand his continually growing and changing relationships with both supervisor and peers.

In reviewing the recent literature, Reddy (1970) found indications that the T-group, used as an adjunct to the practicum experience, seemed to promote for the trainee greater self-awareness, ease of communication in supervisor-trainee relationships, and a higher degree of effectiveness in the counseling situation. Questioning the apparent subjective criteria used upon which to base these data, Reddy used the Barrett-Lennard Relationship Inventory (1962) and a 23-item Staff-Student Opinion Questionnaire to determine the extent of perceived relationship and the felt effect of the supervisor-trainee T-group. Whereas trainees perceived the supervisory staff as the staff saw themselves, i.e., as being authoritarian, they felt "that T-group discussions and expressions of personal feelings and dynamics *were* constructive in terms of practicum supervision and case conferences . . . individual practicum supervisor-trainee relationships were seen by both groups to be more open as a result of the relationships formed during the T-group" (p. 113).

Individual supervisory model

In contrast to the group supervisory model, individual supervision has a longer history, and was borrowed by counseling not from social psychology but rather from the clinical setting. Historically, individual supervision (a direct one-to-one relationship between trainer and trainee) may be found in the psychoanalytic tradition, and to a lesser extent in the medical profession of several decades ago. In this model the trainee is cast in the role of a client receiving therapy from his supervisor (Arbuckle, 1958). Dreikurs & Sonstegard (1966), in outlining an approach to group-oriented practicum supervision based on certain Adlerian principles, commented on the one-to-one supervision approach:

> During graduate study, in the prevalent system of supervision, the counselor usually has little opportunity to experience working as a member of a group. More often, he finds himself competing with his fellow graduates for grades as well as for approval from his professors . . . He is afforded little opportunity to exchange his ideas and perfect his counseling techniques through interaction with a group of his colleagues, observing his actual counseling (p. 19).

There is an extreme paucity of research into the "individual" practicum setting. Perhaps it is tradition which continues this approach into current practice. In the psychoanalytic tradition the trainee met frequently with his analyst to discuss his progress and deal with intrapersonal aspects of the trainee's growth. This tradition has carried over into counseling, although with increasing interest in "group process" it must slowly be dwindling. Most often individual supervision is combined with group supervision, i.e., the supervisor spends a part of his time consulting on a one-to-one basis with each trainee, and then meets with the entire group. This combined effort appears to enjoy the greatest popularity amongst counselor educators today (Ruble, 1968; Fraliegh & Buchheimer, 1969; McClain, 1969).

Supervisory aids model

This general category is not readily definable, and includes rather the wide variety of training techniques which rely upon automated feedback systems. In this model supervision is not necessarily removed, but is utilized in combination with other automated feedback techniques. These techniques rely to a great extent upon electronic simulation devices and "transfer of training" theory. Simulation techniques provide for economy of time (Kersh, 1965), affect actual performance (Ulcek, 1964), and develop in the learner a wide repertoire of experiences not obtainable in most conventional training settings (Wallen, 1966).

In an effort to maximize the benefit of the counseling interview Kagan, Krathwohl & Miller (1963) utilized video-tape playback as a method for gleaning additional client growth through describing their (the client) feelings at various points on the tape, interpreting statements, and translation of body movements. Immediate recall sessions were conducted simultaneously in separate rooms with both client and counselor-trainee to maximize counseling and counselor training respectively. A case study experience showed the client to gain greater self-understanding, deal with earlier repressed content, and improve her interpersonal relationships in important ways.

Using Interpersonal Process Recall (IPR) Ward, Kagan and Krathwohl (1972) studied the use of video playback and recall for maximum counseling and counseling training benefits and compared it to other methods (audiotape recall group and a no stimulated recall group). While the judges found no significant differences among the various groups' counseling tapes the practicum supervisors observed important changes in the practicum students, i.e., subtleties of their communication, increase in sensitivity, confidence and effectiveness. Switching supervisors may have been one reason for lack of measured success since there is evidence that a strong positive relationship is important between supervisor and supervisee. Also the two four-minute segments may not have been an adequate sample for the raters to make a reliable judgment. It may have been too much material for the student to integrate since there is some evidence that more time is needed for individuals to maximize the benefits from extra stimulation.

Ryan (1969) found taping permits instantaneous analysis of nonverbal material. Other research (Walz & Johnston, 1963; Heiman & Whittemore, 1964) have shown that the use of video tapes in reviewing counseling interviews permits both supervisor and trainee greater flexibility in analyzing the interview. As such, and despite cost of equipment limitations, video taping is fast becoming an integral part of many counseling practicums, and an integral tool in the supervisor's armamentarium.

Delany 1969) recommended that simulation techniques might be useful in counselor education. In Delaney's proposal it was suggested that pre-packaged video tape programs be developed to assist the trainee to learn basic competencies in verbal and nonverbal behavior patterns and counselor response leads. Early studies (Delaney, 1965; Delaney & Heimann, 1966) have shown that this training is useful in preparing trainees to pick up nonverbal cues given by a client and "to be able to read them correctly."

Supervisor-Trainee Interaction

It becomes readily apparent that no one of the aforementioned approaches is complete in itself, but as has already been suggested, a combination of all three is probably most beneficial to the trainee. The practicum which utilizes each approach is entirely feasible, and is in evidence already at many training institutions. Within any one of the aforementioned approaches, however, there is the element of interaction between supervisor and trainee. Buchheimer (1969) categorized "supervisory approaches" into four dimensions, within which certain kinds of supervisor-trainee interactions might be expected to occur. These are: 1) the procedural approach; 2) the didactic approach; 3) the demonstrational approach; and 4) the self-exploratory approach.

In some ways, the Supervisor-trainee Interaction model follows the classical "medical" and psychiatric model, wherein the trainee devotes considerable time to self-analysis and understanding as a part of the learning process. The involvement and interaction between supervisor and trainee is deep, and in some ways may be reminiscent of the one-to-one relationship of the counseling interview. As suggested earlier, there is ample provision within this outline for the use of aides, peer group interaction, and individual attention to the caseload of each trainee.

There is one other point for consideration while examining the supervisory process in training counselors, e.g., the use of sensitivity training. Blocher (1968) and Foreman (1967) take the position that "quasi-" sensitivity training is an immensely powerful tool for enhancing trainees' levels of experiential learning during practicum. Since the counselor educator must ultimately assume responsibility for the students' grasp of basic counseling skills, Arbuckle (1965) views the teacher-student relationship as more important. The present trend appears to be toward more didactic practicum groups, and away from the quasi-therapeutic group practicums of the middle 1960's.

Cormier, Hackney, & Segrist (1974) conducted a study of three different approaches to prepracticum-training: a T-group approach, behavioral counseling skills, and a discussion control group. The counseling skills model was more positive in terms of counselor self-confidence and perception of clients.

Gade and Matuschka (1973) used an adaptation by Amidon (1965) of the Flanders verbal interaction analysis to train a group of practicum students. Besides training in verbal interaction analysis the experimental group also received sensitivity training, counseling theory, role playing, and supervised counseling experiences. The experimental counselors decreased significantly their amount of counselor talk while client talk increased significantly. The control group increased counselor talk with no change in client talk.

Delaney (1972) described a supervisory behavioral model for pre-service and in-service counselors which stresses the supervisor's role in determining what the counselor should do to develop the skill. The goal is specific and stated in behavioral terms; that is, some change or modification of counselor behavior must be identified.

The impact of the supervisor upon the counselor trainee was studied by Sundblad and Feinberg (1972) especially the influence of the supervisor's experience on the facilitative dimensions of empathy, warmth, and genuineness. The type of experience of the supervisor rather than the amount seemed to be important. The influence of supervisor expectations on the production of facilitative conditions within the supervisory relationship may be differentially mediated by experience. The authors speculated that the recent didactic-experientially oriented supervision which encourages more facilitative behavior on the part of the supervisor may be having an impact on recent graduates of counselor education.

In a study of supervisor's style upon the development of empathy among counselor trainees Payne, Winter, and Bell (1972) found that a technique and control-modeling groups showed significance with experience over counseling oriented and placebo groups. Actually modeling was involved in both the techniques oriented and the counseling oriented supervisory experiences, the difference was the empathy modeling of the former group was in response to the "client" whereas in the counseling oriented group empathy modeling was in response to the trainees' statements. The study really demonstrates the value of recorded models and a supervisor style that deals specifically with techniques as effective means of improving empathy skills. Perhaps other counselor skills could be improved through similar procedures.

In an effort to assess the degree to which counselor educators and counselor trainees agree on theoretical positions Demos and Zuwaylif (1962) made pre-post comparisons on Porter's counseling variables of evaluative, interpretive, supportive, probing and understanding in relation to three supervisor orientations (client-centered, eclectic, and directive). After training, counselors decreased in evaluative, probing, and supportive aspects but increased significantly in understanding and interpretive areas. Counselors of client-centered supervisors increased more in understanding and decreased more in probing aspects than the eclectic and directive exposed counselors. There were no other such differences on the three other scale variables of evaluative, supportive and interpretive methods. The differences were small in comparison to the similarities.

Boy and Pine (1968) described a process by which counselors might be evaluated both by themselves and others (such as the guidance director and principal). The question of determining competency criteria and the degree to which the school counselors meet this criteria must be dealt with by the profession according to the authors. Guidelines and an evaluative instrument were described.

In summary, reviewing the various approaches to supervision in counseling (group supervision, individual supervision, and supervisory aids) an important factor which seems to transcend all approaches is the quality of the supervision as manifested in the relationship between supervisor and student trainee. The group approach seems to be helpful in opening the lines of communication between supervisor and trainee. Individual approaches appear to be used currently in conjunction with some type of group approach. Video taping appears to offer promise in providing counselor-trainee another opportunity for sensitivity and skill development. There is some evidence that teaching (or modeling) a particular style by the supervisor does have some influence upon what the student-trainee learns.

Off-campus Practicum and Extended Supervision

In reviewing early issues of the Counselor Education and Supervision journal, it becomes readily apparent that off-campus practicum and supervision was not considered a crucial issue until recently. Only two articles, Krueger (1961) and Riccio (1963), were concerned with the "on-campus vs. off-campus" practicum issue, and these were primarily addressed to the type of counselee encountered in voluntary on-campus programs, and the lack of variety in many on-campus practicum interviews.

In the Fall of 1966, three articles appeared simultaneously, directed to the off-campus practicum (Boy and Pine, 1966; Hansen and Moore, 1966; and O'Brien, Bailey, and Fitzgerald, 1966). These articles called for extension of the practicum experience to off-campus agencies, which would place, concommitantly, a greater responsibility upon the "local" agency counselor-supervisor. Consequently the counselor-candidate would be supervised by at least two persons, the counselor educator and the local counselor. O'Brien, Bailey, and Fitzgerald (1966) reported an internship program of one year duration, involving schools and community agencies in Florida's Pinellas County. In this program, emphasis was placed upon coordination of interests between the counselor educator from the training institution and the local counselor supervisor, wherein the latter's role was crucially important. Haseley and Peters (1966) concluded that the off-campus practicum provided the student with a realistic view of the school setting, and that the experience was valuable both for students and supervising counselors.

Hansen and Moore (1966) suggested that the off-campus practicum provides the beginning counselor with first-hand exposure to the working environment they will eventually be entering. Rather than being limited in the experience, "in a good off-campus placement, the counselor candidate is exposed to a wide variety of counseling cases" (Hansen and Moore, 1966, p. 33). Ligon (1968) recommended that a greater emphasis be placed on helping the student counselor to learn the functions, duties, and role of the counselor in a "real-life" setting, and pointed to the discrepancy between what the student thinks counseling in the schools is like and some of the realities of daily school counseling. Too often the student counselor in the on-campus practicum has a very narrow and restricted view of the entirety of his anticipated profession.

It is also apparent that the function of the supervisor is quite different when dealing with the off-campus practicum. Whereas in the university counseling service the clientele is often restricted to college students and college information-seeking high school seniors, the off-campus supervisor must be thoroughly familiar with the organization and population of the local school if he is to be of any real service to his supervisee. Admittedly, the larger university may support a considerable on-campus practicum facility, in which case a much broader spectrum of the local population will be encountered by the student counselor. In such a program the supervisor need hardly leave his office to become acquainted with this counselee population.

In the off-campus practicum, the supervisor must go into the school with his supervisee. Where he will supervise in the school he will find it useful to become acquainted with that school's counseling staff. Hansen and Moore (1966) suggested that the university supervisor and the school counselor coordinate activities, with the university supervisor as the primary agent of responsibility. They recommend further that the evaluation process be carried on continually by both supervisors, and that this process be developmental. Crucial herein is that the student be a partner in the evaluation with his supervisors. Hays (1968) suggested further that the school counselor as supervisor become more involved with the student toward the end of his training program, that the student be slowly "weaned" away from the academic setting, and into the school setting. Boy and Pine (1966) also recommended that both supervisors and the candidate be mutually involved in a process of continuous evaluation.

Although no clear-cut guidelines have been established, most counselor educators would agree that there should be some "reasonable" balance between classroom training and the experiential learnings provided in the practicum setting. Some institutions have stressed a long practicum experience, while others advocate a more academic background.

In either case, where a practicum program exists, the more relevant question is: Are there any substantial benefits, to the counselor candidate, of an off-campus practicum program over an on-campus practicum program? A subsidiary question might then be asked: What are the benefits of an off-campus practicum program over an on-campus practicum program?

Answers to the above questions might fall into three categories, which have been proposed earlier. These categories are:

1. Variety of opportunities open to the off-campus counselor candidate, where experiences are more "typical" of those he will encounter in the work setting he anticipates entering.
2. A broad spectrum of socio-economic groupings available in the school setting, and not always available in the on-campus program.
3. Greater opportunity to observe and become involved in the organizational framework of a regular school.

On-site Supervision

Extending counselor supervision into the trainee's first employment setting was suggested by Gust (1970) and Hays (1968). Ligon (1968) also mentioned it but did not specify any details. The professional benefits of such an activity have been stated well by Gust, "The various supervisory functions common to counseling supervision practice would be drawn together in terms of their complete application" (p. 160).

The continuing need for on-the-job supervision counselors has been well stated by Appleton and Hansen (1968):

> The world is changing rapidly technically, scientifically,

> and educationally; and the counselor must strive to keep abreast of these changes. Some counselors meet these challenges and strive for improvement by continuing their education. Others may have terminated their formal education, and much of their preparation is minimally adequate to meet the demands which guidance work places upon the counselor. One solution may be found in the continued supervision of counselors on the job (p. 273).

In an effort to overcome the discrepancies between the counselor education experience and the work environment Segrist and Nelson (1972) suggested a model for on-site supervision by the counselor educator including goals, activities, and means to achieve them. This proposed approach encourages continuous counselor education and attempts to make entry level preparation of the counselor more relevant to the school environment through the counselor-counselor education interaction.

Nelson and Segrist (1973) through a three-summer NDEA-EPDA institute attempted to implement their approach to on-site supervision (Segrist & Nelson, 1972). Contact with the elementary school counselors following the third summer program included practicum continuation, group counseling experiences, programmatic planning, and assisting counselors with research activities. Supervisory methods included: on-site visits for observation, critiques, discussion, and consultation; telephone contacts; correspondence; and reviewing of counseling tapes. On-site contact ranged from 0-21 plus hours with more than half receiving 11 hours of supervisory contact. The field experiences received the highest rating from the participants and they reported greater guidance success with children than with teachers, administrators, or parents. The authors also feel the presence of interested outside consultants helped in the development of the elementary school guidance programs.

Wisconsin (Erpenbach, 1973) has developed a one-year supervised internship for non-education undergraduate majors. This is also in lieu of the two years teaching requirement. The supervised experience is based upon a coordinated plan involving the counselor education staff, the employing school district and the State Department of Public Instruction. The responsibilities of each party are spelled out in guidelines and local internship supervision must meet state standards before approval is granted. An evaluation of the internship alternative has been conducted (Erpenbach, 1974) with positive results. The intern counselors did as well as or better than their teacher counterparts in graduate GPA, practicum grades, and employability. It is interesting that the local counselor "supervisor" of the intern preferred another term like "consultant" since they felt the authority aspects of the word "supervisor" got in the way and made their relationship to the intern difficult and non-facilitative.

Summing up on this section, extending counselor education to include on-site supervision seems to offer high potential for providing the counselor an opportunity to apply in an integrated fashion what has been taught at the preparing institution in a fragmented manner. A supervised internship appears to provide an alternative for those students without a teaching background where teaching certification is part of the certification requirements for counselors.

In-service

In-service concepts for counselors identified at a national conference sponsored by the U.S. Office of Education were compiled by Twiford and Sievers (1965). "... the same principles of growth and development which underlie the guidance program apply to an in-service education program for counselors" (p. 7). Individual and group approaches are suggested for improvement of counselor competency in order that he/she realize their full potential. Stress should be placed upon the school administration for assuming responsibility in developing and administering an ongoing in-service program. Considerable concern was expressed relative to planning in-service activities to meet specific counselor needs.

O'Hara (1968) in referring to the importance of counselor in-service states that:

> There are developmental tasks for counselors which span his total career as a counselor from the inception of his entering a formal training program until he leaves the field. The counselor is seen as the central figure in his professional development. It follows, then, that a counselor's command of professional knowledge and skills at any point in time is at least matched in importance by his attitude toward his professional development over a period of time (p. 212).

"Self-renewing counselors" are needed, according to O'Hara, to seek out ways to improve their competencies and the situations in which they work. Counselor educators should be available to provide counselors additional opportunities for counselor professional growth. Local support and encouragement should come from guidance supervisors and school administrators. State departments should take the lead in getting in-service activities organized to see that counselor needs are met in all regions of the state.

In an effort to enhance the level of functioning of professional counselors Shapiro and Gust (1974) implemented a program to emphasize experiential learning and field work. Based on an approach suggested by Truax (1970) and the Association of Counselor Education and Supervision the components included sensitivity groups and class meetings (readings, lectures, modeling tapes, role playing, and supervised group and individual counseling procedures). The focus of the class meetings was to merge the academic and experiential aspects as suggested by Truax. Evaluation completed on the experiential phase indicates that the approach had impact on counseling skills, self-actualization, value flexibility, openness to others, less discrepancy with self, awareness to peak experiences, interpersonal trust and consciousness, and internal locus of control of participants.

Based on the training methods described by Carkhuff and Berenson (1967) an in-service activity was developed by Harris (1973) for a large city's counseling staff. Effort was directed to encourage genuineness, empathy, respect, and concreteness and increase counselors' acceptance of persons whose values and mores differ from their own. Large group exercises, small group training, and evaluation were the major components of the in-service. The evaluation showed significant improvement in counselor ability to discriminate good responses to counseling situations from poor ones, and they improved in communication of the core dimensions.

In a year-long in-service activity Gladstein (1970) offered assistance to New York State Employment Service supervisors of counselors. Functioning as a counselor-consultant he met with three small groups, a day at a time, in different state regions. Focus was upon supervisors' concerns. The leader used a didactic approach, role-playing, and discussions with special emphasis upon relating theoretical aspects from previous summer institutes to practical problems. Supervisors evaluated each in-service day on a reaction form with Likert-type scales based on items centering on the group dynamics and program objectives. Most of the responses were positive and the group members felt the topics were relevant and helpful in reinforcing previous institute learnings.

Truax and Lister (1971) organized an intensive 40-hour in-service activity for experienced counselors to improve empathy, accuracy and nonpossessive warmth. The training model included: a therapeutic context in which the supervisor communicates high levels of empathy, warmth and genuineness to the trainees; a didactic use of research scales for measuring empathy, warmth, and genuineness in "shaping" trainee responses; and a quasi-group therapy experience designed to aid trainees to achieve an integration of the didactic training with their personal values, goals, and life styles. Significant gains were made on empathy but not in warmth. More time may be needed to obtain similar gains in warmth according to the authors.

An EDPA Detroit institute was conducted to provide in-service education for experienced pupil personnel workers in the areas of cognitive, attitudinal, and personality development. Significant changes occurred in educational psychology and educational sociology but not in tests and measurement, guidance and counseling, and philosophy. Changes in attitude were positive but not significant. Males decreased significantly their need to study the motives of other people while females showed less of a need to endure at tasks and also be critical of themselves.

The literature on in-service education of counselors reveals a paucity of professional interest in this area and most of the data regarding education of this activity like most of counselor education relies almost entirely upon assessing improvement in counselor attitudes and/or skills with no validation of such intermediate variables by measuring increased counselor effectiveness with students.

Counselor Personality Characteristics and Counseling

In an effort to better understand counselor effectiveness and to improve admission standards in order to select persons capable of becoming successful counselors some research effort has been directed through the years in a study of counselor characteristics. While the results are not always consistent it nevertheless is an important aspect to review.

Using the Sixteen Personality Factor Questionnaire McClain (1968) searched for relationships of personal characteristics with practicum supervisors' ratings of NDEA Institute counselors. The results indicate that the 16PF scores were useful in differentiating successful and unsuccessful counselors but most of the results showed them to be in opposite directions for men and women. Successful men were identified as more outgoing, assertive, happy-go-lucky, venturesome, and liberal whereas successful women were characterized as more reserved, humble, sober, shy, and conservative. They both follow popular stereotyping for masculinity and feminity. Many of the poor rated women had excellent records of achievement.

One study (Donnan, Harlan, and Thompson, 1969) assessed the relationship between the Sixteen Personality Factor Questionnaire scores of counselors and their clients' ratings of them on empathy, unconditional positive regard, congruence, and trust. Counselors who were outgoing, warmhearted, and easy going were more likely to be perceived as offering a higher degree of unconditional positive regard but counselors with higher scores on the mature, calm factor were less likely to be rated as congruent. The counselor who was venturesome, uninhibited, and spontaneous was likely to behave in a way perceived as more trustworthy. The counselor who was tender-minded and sensitive was more likely to be perceived as more congruent as perceived by clients. Counselors high on congruence scored higher on experimental, critical, analytical, resourceful, and self-sufficient categories of the 16PF. Highly empathetic counselors also were more venturesome, socially bold, uninhibited, and spontaneous. Highly trustful counselors were more conscientious while the low-trust group were higher on apprehensiveness, worrying, depressive, and troubled.

Wehr and Wittmer (1973) in a study of counselor and paraprofessionals' personality qualities found them to differ on a number of factors on the Sixteen Personality Factor Questionnaire. The counselor education students were found to be more intelligent, more emotionally stable and mature, more trusting and adaptable, more self-assured and confident and more relaxed than the paraprofessionals, as categorized by the 16PF. They were also more conscientious and rule bound, tough minded and realistic, and more practical and careful. Counselor aides tended to be more casual and expedient, more tender-minded. A higher percentage both male and female counselor education students fell in the excellent (and average as well) category from the 16PF regression equation for predicted counseling effectiveness.

Myrick, Kelly & Wittman (1972) in a study of counselor personal qualities in relation to counselor effectiveness found eight of the Sixteen Personality Factor Questionnaire to be significantly (.10 level or better) related to counselor effectiveness (practicum supervisor's rating). The effective group was shown to be more outgoing, stable, warm, assertive, happy-go-lucky, casual, venturesome, and sensitive than the ineffective group of counselors. Female counselors were more casual and more imaginative while the male counselors were more conscientious and persistent and more practical. Factors A (Reserved, Detached vs. Warm, Sociable) and H (Shy, Restrained vs. Adventurous, Socially bold) differentiated between effective and ineffective counselors. This finding is supported by earlier research by McClain (1968) and Donnan, Harlan and Thompson (1969). Myrick et al. (1972) seemed to feel these factors suggest a personality characterized along introversion-extroversion dimensions.

Experienced high school counselors who received a six week training program were studied in reference to their personal qualities and success in the training (Demos and Zuwaylif (1966). Allport-Vernon-Lindzey Study of Values and the Kuder Preference Record-Personal did not discriminate between least successful and most successful rated counselors at the end of training. The most effective counselors were differentiated from the low group with more nuturance and affiliation. The least effective group exhibited more autonomy, abasement, and aggression from Edwards Personal Preference Schedule.

Sprinthall, Whiteley and Mosher (1966) recommended shifting from an emphasis on counselor characteristics to a study of counselor behavior. They hypothesized that Rokeach's cognitive flexibility, the ability to respond to both content and feeling separates the effective counselor from the one who seeks early closure. In a study to actually evaluate cognitive flexibility (Whiteley et al., 1967) and its relationship to other variables it was found that projective measures of flexibility-rigidity correlated highly (.78) with supervisor's ratings of the same qualities of cognitive flexibility-rigidity in counseling. Responding to critical counseling cases correlated .73 with supervisor's ratings. The acceptable scores on the Miller Analogies Test and the Graduate Record Examination part of the traditional admissions procedure, correlated only .09. In other words, while the Rorschach and the Thematic Apperception Test used to assess flexibility-rigidity were useful in predicting counselor effectiveness, responses to two sample counseling cases were about as useful and while intellectual admissions testing may be used as cut-off points it does not predict counseling effectiveness. Efforts to overcome obviously rigid students were not successful. A middle group while reasonably effective had a difficult time learning to be counselors and the authors felt that supervision of this group and the minimum progress group deserve additional research attention.

Using Leary's Checklist, Chenault and Seegars (1962) sought to determine personality qualities which might differentiate counselors and principals and attendant problems relative to their separate role functions.

Focus was upon self-description, self-ideal and perception of others. Counselors and principals see principals as more competitive and aggressive and less kind, understanding, and reassuring than counselors. In viewing self-concept versus co-worker, counselors view themselves as more considerate and encouraging than they see their principals, while principals describe themselves as more businesslike and competitive than the counselors. Both counselors and principals would like to see each other as more managerial and autocratic. Counselors would like to see principals to be less competitive. Principals would like counselors to be firmer and less indulgent. Their expectations of each other may be a major factor in the discrepancies in the principal-counselor relationship.

Truax (1970) describes not only selection-variables and procedures of counselor education, but training aspects as well. Research evidence supports the selection of individuals low in anxiety, depression, and introversion but also striving, strong, dominant, active, and autonomous.

Using four personality qualities (ascendance, restraint, thoughtfulness, and persuasiveness) and background factors Campbell (1962) compared them to the counseling style of counselors. Personality factors did not show up significantly although the background factors of sex indicated that females made a greater use of friendly discussion, information gathering, and supporting than males.

Randolph (1973) studied counselor trainees' personality in relation to preference for administrative tasks compared to those who prefer the practitioner oriented role. Using the Personality Research Form he found that the personality variables of achievement and dominance can be used to identify individuals interested in counseling as well as those who prefer administrative tasks.

Examining the need structures of counselors and principals and comparing their separate responses on a counseling instrument was the focus of a study by Kemp (1962). There were no differences on need for autonomy, dominance, abasement, change and heterosexuality. Principals were significantly higher in need for achievement, endurance, deference, order, and aggression. Counselors showed a greater need for intraception, exhibition, and affiliation. Both groups indicated they would use all types of responses in counseling—evaluative, interpretative, understanding, supportive, and probing. However, principals were more evaluative than counselors whereas counselors were more understanding than principals.

Kehas and Morse (1971) in examining former teachers turned counselor found they saw going into counseling as a role change with potential for personal growth, moving toward an educational process which holds satisfaction. They had a sincere interest in improving the humanistic approach to education and a desire for personal growth toward expressive leadership – a change agent.

In a study of group participation Vraa (1971) found that participation, ability to communicate, attitude, and feeling for other group members was related significantly to Wanted Inclusion (FIRO-B), Expressed Inclusion

(FIRO-F) but not Expressed Inclusion (FIRO-B) and Wanted Inclusion (FIRO-F). The results suggested a curvilinear relationship between level of need and rated group membership. In other words, if needs to be included by others and to feel that other people are important became too strong, they interfered with an individual's ability to participate and communicate in the group setting.

In a second study Vraa & Gerszewski (1972) found that genuineness was significantly related to the FIRO-B variables in the following way: group members rated most genuine exhibited low needs in Expressed Control and Expressed Inclusion and high needs in Wanted Control. In other words, group members rated high on genuineness generally did not want to control others, did not show tendencies to seek association with others, showed some discomfort around others, but wanted to be influenced by others.

Cottle (1953) examined the earlier literature for relationships between counselor characteristics and counseling effectiveness and Rowe, Murphy, & DeCispkes (1973) reviewed them more recently. The results were generally disappointing, often contradictory, and only tentative at best. It was pointed out that theory ought to provide direction for research, but when continued investigation yields little in return, reassessment of assumptions and/or procedures should be in order. The focus of research should perhaps shift from the personality of the counselor to particular behaviors, skills, or interactions and their relation to counseling outcome.

In summary, considerable professional interest has been exhibited in examining the relationship between counselor personality qualities and counseling effectiveness. The results have been quite disappointing as pointed out by the Rowe et al. (1973) review of the recent research in this area. As these authors point out any effort to place much emphasis upon personal characteristics should be tentative and perhaps research focus should shift to examining counselor behaviors and interactions which might relate to counseling outcomes.

Supervision-Consultation

It is the usual practice to refer to the Counselor Educator responsible for overseeing the trainee's practicum as a "supervisor." The usual concept of practicum supervision might more realistically, according to Appleton & Hansen (1968), include elements of administration, of teaching, and of consultation. For the purposes of this research, where counselors were supervised during the initial employment year, the latter two items, i.e., teaching and consultation, are most appropriate for further consideration.

Sanderson (1954) suggested that the teaching process in supervision encompasses two different activities: implementing new information, and integration of present knowledge. Implementing new information might include the supervisor's passing along to the trainee new sources of occupational information; helping the trainee to interpret test data; developing with the trainee other uses of tests in the school (than were discussed in the academic training); and revising for the trainee new bibliographic lists, as new books and/or materials become available.

Helping the trainee to integrate concepts learned in the classroom, is another aspect of the supervisory "teaching" role. Here the supervisor assists the trainee to utilize and expand upon the information he has already assimilated from the classroom "theory" courses. Such activities might include the actual administration of tests, and their scoring; combining results of test data with accepted theories of personality or occupational growth; application of group counseling techniques to a particular classroom situation; and assisting teachers in the implementation of group-oriented classroom activities. The reader will probably think of many other supervisory "teaching" functions, but the essential ingredients remain dissemination of new information, and integration (and the putting into practice) of present knowledge.

According to Appleton & Hansen (1968) "Supervision denotes a psychological process which enables the counselor to grow professionally and to assume progressively greater responsibilities. Furthermore, supervision is a process that requires involvement of the self. The counselor must learn to relate to people on different levels, and this can be assisted through the supervisory process" (p. 279). Consultation, as a category of supervision, denotes the *mutual* interaction of two (or more) professional persons. In this regard, the consultant is a specialist in his area of competency, while the consultee is a practitioner in that particular area who is seeking the consultant's help and advice.

In the case of this study, the consultant was a counselor educator from the training institution of the consultee – the consultee being the counselor. Consultation, for the most part, took place in the school setting.

According to Caplan (1963), an essential aspect of consultation is that the "professional responsibility for the client remain with the consultee."

This is to distinguish between consultation and more traditional forms of supervision (of which consultation may be a part). In traditional supervision, as previously noted, a fair degree of the burden of responsibility lies also with the supervisor. Caplan further delimits consultation by noting that the consultee is free to accept or reject the helpful clarification, diagnostic interpretation, or advice of the consultant. Also, he proposes that the consultant *learns* from the consultative activity, further improving his (the consultant) own skills and expertise. Both of the above conditions were implicit in this project.

Consultation as one method for bringing about change in organizations has largely been developed through business and industry (Bennis, Benne & Chin, 1969). It is only recently that educators have become interested in organizational change theory and its application to schools (Griffiths, 1964). Carl Rogers (1969) developed an overall plan for organization change in an educational institution but Ferguson (1969) has detailed the consultants' role in facilitating change within organizations. Caplan (1963) has conceptualized a model for community mental health consultation. Wolfe (1966) has provided a brief overview of the processes involved in consultation.

"When a counselor (the consultant) is consulted by an individual his function should be to assist in the illumination of alternatives or formulations or options, and to help the individual make responsible choices among them" (Ferguson, 1969, p. 412). He acts as a facilitator or an instrument to stimulate and release human potential for the resolution of problems and production of growth all through the process of individuals working individually and in groups.

In bringing individuals a step closer to issues, the consultant senses when members are ready to discuss them openly in a positive way while recognizing the feelings which surround and underlie the dilemma at hand. The important ingredient here is the judgment of the consultant in being sensitive to feelings and assessing readiness to discuss issues (Ferguson, 1969).

As Ferguson (1969) has noted, a consultant is not ". . . married to an organization in the same way an employee is." In a supervisory capacity it might be construed that the counselor educator would have some responsibility to the school in which the counselor was employed, which consideration might influence his activities with the counselor. This follows along the premise that, as a supervisor, the counselor educator is still in many ways responsible for the activity of the person (or persons) whom he is supervising both to the employing institution and to the training institution. Further, especially in the instance where the counselor is still a "trainee," the supervisor is responsible for grading and for making recommendations regarding academic advancement. Thus there is the onus of control of supervisor over counselor. To reiterate Ferguson's comment, the consultant role (as viewed in this study) differs from the supervisory role primarily in this realm of control and authority. The consultant, while indeed employing certain "supervisory" strategies, is nonetheless cast as an equal professional working adjunctively with the counselor.

Gibb (1959) in examining the consultants' role noted the following components: entry, diagnosis, data collection, relationship, boundary development, resource development, decision-making and termination. The counselor's consultant role, especially the elementary school counselor, has been enunciated by many writers (Dinkmeyer & Caldwell, 1970; Faust, 1968; Gum, 1969; Miller, 1966; and Van Hoose, 1968).

Using role-playing simulation as a procedure for training elementary school counselors to function as consultants was studied by Panter (1971). The recommendations of counselors exposed to the consultation preparation were rated higher in usefulness at a significant level over a control no-role-playing group.

Murray and Schmuck (1972) feel that the counselor's job of counseling is overwhelming because the school as a social system creates many of the problems of students. "The change should involve moving away from attempts to improve mental health of individual students through counseling toward attempts to improve the climate of the school organization by consulting with all members of the school. In short, he should become a specialist in organization development" (p. 99). Aspects of organization development include: improving communication skills through simulation, changing norms through problem solving, and structural changes through group agreements. The specifics of staff development in these areas has been developed, field tested and researched by Schmuck and his associates (Schmuck & Miles, 1971; Schmuck & Runkel, 1970; Schmuck & Runkel, 1971; Schmuck & Schmuck, 1971; Schmuckel et al., 1972).

Dinkmeyer (1971) in discussing consultation points out that the approach must be based upon psychological premises regarding the nature of people. "The developmental view sees man holistically as a biosocial, decision-making being whose psychological transactions and behavior are purposive. Consulting with the system requires a socio-psychological theory that accounts for and predicts the total system, adults and children" (p. 81). "The consultant focuses on comprehending patterns and styles of life as they are revealed in the social context" and Dinkmeyer states further, "the consultants' professional preparation would provide him with special competencies in understanding learning processes and the motivation of human behavior as they can be operationalized in the classroom" (p. 84).

Blocher and Rapoza (1972) see the major role of psychological workers as that of consultation, to help create and maintain a network of learning environments in family, school, and community which will nurture the optimal developmental all students. "The counselor or personnel worker in effect becomes an applied social scientist and uses the tools afforded him by social and developmental psychology to facilitate change in those human systems that become his clients" (p. 106).

In an elementary school guidance publication on the consultative role aspects of the elementary school counselor Faust (1968) differentiates between consultation and counseling:

> Since in consultation the chief focus is on a unit external to the self of the consultee, the personal risk is not as great as it is in counseling, where internal units (the person of the consultee) receive a majority of concern. Personal investment, exposing one's personal self, is not extensive in consultation. Therefore, risk is not as great, and the consultee need not invest as much trust in the counselor. The consultant is freer to move in many of the normal, day-to-day, competitive environments of school personnel (p. 33).

Gum (1969) also speaks to the difference between counseling and consultation:

> A dilemma as yet unresolved is the boundary between consultation and counseling. These two aspects are not viewed to be synonymous, but in actual working situa-

> tions frequently there is a risk of overlapping one another with possible confusion and repercussions. . . . This writer's viewpoint is that consultation is a very important and necessary counselor role function, however, when called for a counselor should and may have to counsel a teacher or parent to be effectively helpful. One should not, however, forget there are some subtle and basic differences between the consulting and counseling roles (p. 30).

Newman (1967) acknowledges that much of their experience in a project on consultation with selected schools in the Washington, D.C. area, supports the theory and techniques espoused by Caplan's consultation methods. Some differences were also observed, however. Borrowing from psychoanalysis, clinical psychology, and social casework she states:

> We believe that continuing relationships and familiarity form the basis for trust, and that only with such trust, skillfully worked with, can one open up new pathways of behavior and the new understandings that make possible desired changes of a lasting nature. We are convinced that without familiarity and continuing support, during quiet as well as crisis periods, backsliding and subsequent despair too easily occur. In addition, we have become increasingly sure that although individual, one-to-one consultant contracts are sometimes essential, small group work is equally important. School staff lead fragmented professional lives, and what communication there is often faulty, concealing more than it reveals. Therefore, we feel there should be more emphasis on working with groups – applying knowledge of group behavior – in consultations with school staffs (p. 4).

Aspects of consultation by elementary school counselors include such areas as process observation, teacher and parent interpersonal effectiveness training, pupil adjustment, group process, and psychological education or classroom developmental guidance. Evidence of elementary school counselor effectiveness in these areas has been researched in Minnesota and elsewhere: teacher interpersonal effectiveness – Boerger & Sandness, 1973; Haversack & Perrin, 1973; Miller, Gum & Bender, 1972; and Schilson, 1973; teacher consultation and/or pupil adjustment – Blaker & Benneth, 1970; Crider, 1964; Dolentz, 1973; Englehardt et al. 1971; Gronert, 1970; Hume, 1970; Marchant, 1972; Palmo & Kuzinar, 1972; Patten, 1968; Patterson, Shaw & Elner, 1969; Platt, 1971; Randolph & Saba, 1973; Stormer, 1967; and Whiteley & Sulzer, 1970; parent interpersonal communications skills-Berger & Haversack, 1973 and Campion, 1973; psychological education (or developmental classroom guidance)-Bender, 1970; Campion, 1973; Darrigrand and Gum, 1973; Halpin, Halpin & Hartley, 1972; Hammerschmidt & Smaby, 1973; and Pardew & Schilson, 1973.

Some of the same kinds of impact on psychological aspects at the secondary school level is beginning to show up as a result of consultation and/or other interventions: communication skills with adolescents (Sprinthall, 1975); ego growth (Erickson, 1975; Sprinthall, 1975); moral development (Erickson, 1975; Sprinthall, 1975); tolerance of others (Mize, 1972; Warnygora & Smaby, 1975); rights and roles of women (Erickson, 1975); sex knowledge and values (James & Gum, 1975); occupational values (Mahonen & Tamminen, 1975); group process and team consultation with teachers (Nesset, 1975; Wirgau 1975).

In summary, the supervisor's role in facilitating counselor-trainee growth is based on a combination of teaching and consultation with a shifting more toward a consultative function as the formal preparation period draws to a close or is extended to on-site professional assistance after the formal preparation has been completed. In consultation the status of the supervisor (now consultant) is different in that consultant and consultee (counselor) are on equal professional footing with the consultee free to accept or reject what is offered.

Much of what is known about the consultation process has come from the experience of business and industry. It is only recently that the schools and mental health services have become interested in consultation and its application to their work settings. Counselor education as one part of an educational system has shown little interest in consultation per se as a primary function for counselors except for elementary school counselors. The evidence of elementary school counselor effectiveness in this function is building in a very positive way and very recently efforts to prepare secondary school counselors to function in some of these activities is beginning to also show positive results. As a distinct function to be performed in the school, especially as applied to the school as a social system, explicit theory and empirical research is spotty at best but it is a beginning.

Chapter 3

Design of the Study

There is an increasing interest in accountability in the schools. Assessing guidance and counseling programs and the work of the counselor is part of this concern. An important part of this assessment involves a careful examination of counselor education objectives, counselor role models (ideal and real), and counselor effectiveness.

The study sought to investigate counselor education objectives, counselor functions, professional attitudes toward guidance functions, and to look at some of the differential effects of counselor functions on selected hoped for guidance outcomes. The essential areas examined included:

- counselor education objectives
- model implementation aspects
- model effectiveness
- interrelationships between guidance outcome variables and role aspects

Sources of Data

All of the information reported in this study was obtained from the 17 elementary and 20 secondary schools and four of the eight Minnesota Department of Education approved counselor education institutions. It was assumed that the schools contained the usual mix of students from a variety of socioeconomic backgrounds and achievement. This was based on records in the State Department of Education which revealed that six experimental and six control counselors served in Title I schools and approximately an equal number of experimental and control counselors served secondary schools which received students from Title I feeder schools (Title I schools have a higher per cent of low income families than other schools in a district and serve children with low achievement). About half (48%) of the schools were from the metropolitan areas (Twin Cities and Duluth) and about half (52%) were from smaller communities (see p. vi). The four institutions were selected because they were vocationally reimbursed for vocational teacher preparation programs in their respective institutions and major financial support for the project came from vocational funds through the Division of Vocational Education. The bulk of the data were gathered during the 1971-72 and 1972-73 school years. Counselor education program objectives and consultation strategies were developing during 1970-71. For the counselor time-function log a 15 per cent random sample of the counselors' school days were drawn for each of the 1971-72 and 1972-73 school years.

Elementary and secondary teachers, administrators, counselors, and counselor educators (consultants) completed the Guidance Attitude Questionnaire, and Perception of Counselor Tasks Questionnaire. Elementary school teachers also completed the Perception of Counselor Instrument and Perception of Elementary School Guidance Functions Questionnaire. Elementary pupils (second and third grade) completed the DUSO Affectivity Scale and the Self-Concept Scale (fifth and sixth grade). Secondary students completed the Student Guidance Questionnaire, the Career Problem-Solving Competence Instrument, and the Perception of Counselor Instrument. Counselors and counselor educators in addition to completing the instruments mentioned earlier also completed the Eysenck Personality Inventory and the Fundamental Interpersonal Relationship Orientation-Behavior Scale (FIRO-B). Counselor educators also rated the perception of counselor tasks questionnaire items and estimated the amount of counselor time to be spent on various guidance and counseling functions. The counseling data came from interviews taped by the 29 counselors. All instruments may be found in Appendix B.

Research Population

The Counselors

All counselors participating in the study were recently prepared (as of spring, 1971) at one of our four Minnesota counselor training institutions. These programs, leading to the Master's in Counseling and Guidance, are located at Mankato State College, St. Cloud State College, University of Minnesota-Duluth, and University of Minnesota-Minneapolis. Nineteen of the counselors were male, and ten were female. Twenty-one of the counselors were prepared as secondary school counselors and eight were prepared as elementary school counselors. A total of 29 counselors then participated in the study.

Seventeen elementary schools were served by the eight elementary school counselors, and five junior high and fifteen senior high buildings were served by the 19 secondary school counselors. One additional counselor served in a parochial school containing grades 1 through 8, however, the counselor was primarily assigned to work with seventh and eighth grade pupils. The student-counselor ratio for elementary school counselors averaged 705-1 for the experimentals and 803-1 for the control counselors. The average student-counselor ratio for the secondary counselors was as follows: CEP No. 1 experimentals was 356-1 with the controls 381-1; CEP No. 2 experimentals was 381-1 with the controls 423-1; and CEP No. 3 experimentals was 406-1 with 392-1 for the controls.

Counselors were selected for the study, based on two criteria—completion of the Minnesota certification requirements (Appendix D) during the 1970-71 academic year, and proximity of employment to the preparing institution. While several counselors were previously on the payroll as teachers in the schools for which they would become counselors, most counselors moved to new employment situations upon completion of counselor preparation. As the consultant variable was considered, it was further decided that only counselors employed within a 50 mile radius of the training institution should be included in the experimental group (those counselors receiving consultation), thus facilitating the consultant's travel to each counselor on a regular basis. A comparison group of counselors located in about half the cases outside the fifty mile consultation zone were selected to serve as controls. As it turned out, it was not possible to identify enough counselors who met both criteria (1970-71 completion of program and 50 mile radius), so it was necessary to select a few counselors for the experimental group who had been on the job the previous year.

The Consultants

The study retained the services, for two years, of four counselor educators from the institutions previously mentioned, quarter time (ten hours per week), to serve as consultants to the project experimental counselors. Three of these persons were full-time faculty at the training institution they represented, and the fourth was completing the degree requirements leading to a Ph.D. in Counseling Psychology. Each consultant was responsible for specified consultation activities identified the first year of the project Appendix A), to be carried out with the experimental group of counselors who completed counselor preparation from his/her institution. All of the consultants attended five, day-long sessions during the first year of the study (1970-71), at which time the objectives of the project were clarified, and separate preparation program objectives were discussed. Subsequently, separate program objectives, consultation strategies and procedures were formulated. Consultation was begun in the late fall of 1971, and continued through to the end of the 1971-72 school year.

Teachers and Administrators

In each school where a project counselor, elementary or secondary, was employed, a sampling was made of the teaching staff. From a list of staff members provided by the counselor, twelve teachers were randomly selected to respond to one of two instruments: a) judging the importance of functions stressed in the training role model, or b) importance of various counselor functions. Two administrators, usually the principal and assistant principal, were invited to respond as well. In smaller schools the superintendent was asked, since there was no assistant principal.

Elementary teachers were asked to respond to a second questionnaire, in addition to one of the two mentioned above, either a) a counselor-teacher relationship instrument, or b) an elementary school guidance functions questionnaire. Elementary school teachers and administrators were asked to respond to the various questionnaires twice: first, in the spring of 1972 (May), the end of the consultation year, and again in spring of 1973 (April-May), the follow-up year. There were a total of 746 teachers and administrators sampled during the two years data were collected from the schools.

The Students

It was also necessary to evaluate counselor effectiveness at the completion of both the second and third years. Both elementary and secondary students were sampled. Two groups of secondary students were sampled: the first group consisted of students who had had *three or more counseling contacts* with the counselor during the school year; (the counseled group); the second group of students (the random group) consisted simply of persons who were assigned to the counselor for the school year, but who had had *less than three or no contacts with the counselor.* It was felt that this latter group of students had had little or no contact whatsoever with their counselor. In this way, it was presumed that the sampling represented a reasonable portion of all the students who were assigned to the counselor, or who had come into counseling contact with him/her. As it turned out, it was difficult to control the no contact group since some of them did make contact between the time their name was drawn and the questionnaires were administered. In each high school sampled group there were 20 students in each group (counseled and random), or a total of 40 students from the counselor's assigned counseling load. For both years, then, this secondary sampling reached 1,680 students. At the elementary school level, 20 students were randomly selected from the second grade and 20 from the fifth grade the first year out of the total population assigned to the counselor. The second year, 20 students were chosen from both the third and sixth grades. For both years, 640 elementary pupils were sampled.

Instrumentation

Model Implementation

There is a need to relate counselor education preparation programs to what it is counselors actually do in the schools once they are employed. Assessment of counselor on-the-job behavior or functions in the study was conducted through the use of time-function logs designed for coding a variety of facts about the specific function performed by the counselor. One time-function log used in earlier research (Miller, Gum & Bender, 1972) was designed for elementary school counselors and used in this study. A time-function log for secondary school counselors was developed for this study to also code relevant facts about the functions actually performed by the high school counselors.

The situation or professional environment of the school is considered important in facilitating or inhibiting the role of the counselor. The Guidance Attitude Differential, the Perception of Counselor Tasks, and Perception of Elementary School Guidance Functions are instruments which were developed to measure the attitudes and perceptions of teachers, administrators, counselors, and counselor educators relative to guidance concepts and specific functions a counselor might perform in the school.

Elementary School Counselor's Time-Function Log (F-43-6). This instrument is a method for coding and recording relevant information concerning each function performed by the elementary school counselor. It includes the following kinds of function data: school code, counselor code, pupil code (not used in this study), time spent on function, sex of pupil(s), grade of function, concern of function, individuals present, planning or executing, type of function, content of function, referral, testing, recording, data analysis, planning personal work schedule, studying references, professional activities, and clerical tasks (Appendix B). Some ideas regarding layout and format were adopted from a similar instrument by Byrne (1968). The items relate closely to the preparation program attended by the elementary school counselors in the study (Gum, 1969). This instrument is therefore judged to have content validity.

The elementary school counselors time-function log was used in another Minnesota study involving fourteen workers over a two-year period. The form was revised slightly for this study. It was printed with an IBM form 551 format on a mark sense sheet so that the punch cards could be punched directly from the log sheets by an IBM 1232 Scanner. To control for coding consistency, counselors made notes on the function performed in a space provided for this purpose on the log sheet, and these were checked by the researchers against the coding on the log.

Workers were provided with a set of directions and schedule of days to be logged (Appendix B) along with a supply of log sheets and mailing envelopes. A record was kept in the state office and workers were notified by phone if log sheets were not being coded properly or not sent in on time. In cases of emergency (e.g., illness, snowstorm, furnace breakdown, etc.) workers were instructed to select the next regular school day.

Each set of log sheets was reviewed in the state office by the project director and if the information did not make sense or data were missing, the worker as indicated earlier was contacted by phone for clarifying information. A total of 6908 (3389 the first year and 3519 the second year) elementary school counselor functions were analyzed based on 15 per cent of the counselor's working days (26 days) each year.

Information regarding elementary school counselor function is classified into four areas on the log sheet: identifying information; function purpose; concern and contact; type of function, and other functions. Ninety-two different function combinations can be recorded on the log sheet.

Information as to the amount of time the training institution estimates a counselor should spend on the various functions to implement the appropriate model was gathered from the consultant through a questionnaire from the log contents (Table 13). Not all categories possible were included. The following list was determined by the researchers to be the important ones needed to assess how much of the training model (Gum, 1969; Appendix D) was being implemented by an elementary school counselor:

Elementary School Counselor Functions

- Individual Counseling
- Group Counseling
- Developmental Guidance Units
- Behavior Modification
- Consulting–Conference
- In-service
- Pupil Placement
- Testing
- Referral
- Recording or Reporting
- Analyzed Pupil(s) Data
- Studied References
- Professional Improvement
- Planned Work Schedule
- Clerical

Some of the 92 functions possible for the elementary counselor to record on the log sheet were performed infrequently (Appendix C). Many of the functions contain duplicating information needed to answer some of the proposed questions regarding relationships to outcome variables. Therefore, to make the number of functions more manageable in the analysis and relevant for the study, closely related functions were combined and infrequently used items were not analyzed in detail.

The following functions and/or combinations of functions were selected for the other major analysis in the study:

Function Elements Upon Which Elementary School Counselor Time Was Spent

- Purpose of Function
  - Facilitate Development (J-1)
  - Remediate a Problem (J-2)
  - Remediate a Problem and Facilitate Development (J-3)
- Type of Functions Performed Which were Combined
  - 1) Counseling/Behavior Modification
    - Individual Counseling (M&N)
      - Group Counseling (M&N-2)
      - Behavior Modification (M&N-4)
  - 2) Developmental Classroom Guidance
    - Developmental Guidance Units (M&N-3)
  - 3) Consulting/In-service
    - Conference with Teacher, Parent, Principal, etc. (M&N-5)
    - In-service Activities (M&N-6)
  - 4) Placement and Testing
    - Pupil Placement (M&N-7)
    - Testing (M&N-8)

Secondary School Counselor's Time-Function Log (F 43-13).

This instrument was designed similar to the elementary school counselor's log and was used as a method of coding and recording relevant information concerning each function performed by the high school counselors. It includes the following kinds of function data: counselor code, school code, time spent on function, grade of student(s) sex of student(s), location, function initiator, purpose of function, individuals present, function content, type of function, planning or performing, testing, referral, recording and reporting, work schedule planning, research, other professional activities, and clerical tasks (Appendix B).

The items were derived from the list of program objectives for each secondary counselor program developed as part of the project (Appendix A). Some additional items were included judged to be important by the researchers as contributing to greater understanding of counselor role. This instrument is therefore judged to have contact validity.

The secondary counselor's log form was printed with an IBM form 551 format on a mark sense sheet so that punch cards could be punched directly from the log sheets by an IBM Scanner. To control for coding consistency, counselors made notes on the function performed in a space on the log sheet provided for this purpose, which were checked by the research staff against the coding on the log.

The high school counselors received directions, a supply of log sheets, Mailing envelopes, and the schedule of days to be logged (Appendix B). As with the elementary counselors, records were kept in the state office and counselors were notified by phone if they got behind or made confusing entries on the log sheets. A total of 3,069 high school functions logged the first year and 7,257 the second year (total 10,326) were analyzed based on 15 per cent of the counselor's working days (26 days) each year.

Information concerning the nature of the secondary counselor's function may be classified into the following areas: identifying information, function-purpose, contact person, primary content of transaction, type of function, and other professional activities.

Information as to the amount of time the training institution estimates a high school counselor should spend on the various functions to implement the appropriate model was gathered from the consultants through a questionnaire derived from the content on the log (Tables 5-12). It will be recalled that the log was developed through an analysis of each of the three lists of secondary preparation program objectives (Appendix A). The following list of functions was determined by the researchers to be the relevant ones needed to assess how much of the training models were being implemented by the high school counselors:

Secondary School Counselor Functions

Individual Counseling
Group Counseling
Consulting

Process Observation
Behavior Modification
In-service
Developmental Guidance Units
Orientation
Testing
Placement
Referral
Recording or Reporting
Research
Other Professional Activities
Planned Work Schedule
Clerical

More than one hundred twenty function combinations can be recorded on the high school log sheet. Some of these combinations were performed infrequently (Appendix C). Some of the function codings were not needed to answer the proposed research questions relating functions to guidance outcome variables, so it was therefore necessary to exclude some and combine closely related items to make the analysis more manageable. However, descriptive data on all functions were analyzed and reported (Appendix C).

The following functions and/or combinations of functions were selected for the other major analysis:

Function Elements Upon Which Secondary Counselor Time Was Spent

Purpose of Function
    To meet a Developmental Need
    To Solve a Problem

Type of Functions Performed Which Were Combined

1) Individual Counseling (K-A&B-1)
   Group Counseling (K-A&B-2)
   Behavior Modification (K-A&B-5)
2) Consulting (K-A&B-3)
   Process Observation (K-A&B-4)
   In-service (K-A&B-6)
3) Developmental Guidance Units (K-A&B-7)
   Orientation (K-A&B-8)
4) Testing (K-A&B-9)
   Placement (K-A&B-10)

Hill Interaction Matrix

The Hill Interaction Matrix (HIM) was originally designed to study the "quality" of interaction in psychotherapy groups (Hill & Hill, 1961 & Hill, 1971). From its earliest inception the scale was visualized in the form of a matrix of two interacting dimensions, e.g., one dealing with the derivation of content and containing four categories, and the other dealing with the quality of therapeutic work. The latter has been since modified from five, to four categories, and is presently considered to be a "process" dimension.

The content dimension is the vertical "columns" side of the matrix, and consists of the following categories:

Topic

Any topic other than the relationship at hand, general interest material, discussion, and socializing interactions.

Group

Discuss the participants in, or the operation of the counseling situation in the *context* of that counseling situation.

Personal

Focus on the individual, his personality and problems.

Relationship

Interaction gives evidence of a relationship between counselor and counselee and focuses upon this relationship.

The content dimension, then, is the area of *what* is being done in the counseling interview. While the original HIM was designed for group analysis, the categories lend themselves easily to one-to-one interviews as well.

The horizontal "rows" represent the process dimension or *how* the material of the interaction is handled. Again, four categories are used to represent these scales:

Conventional

Facts, information discussed in socially appropriate and nonproblem oriented manner.

Assertive

Often argumentative, tends to shut off interaction rather than enhance it.

Speculative

Discussion of information is problem oriented, tending to examine and seek understanding together between client and counselor, key word here is *discuss.*

Confrontive

Statements tending to draw upon what has already been said and to *clarify,* resolve, evaluate; a confrontive statement is characteristically backed up with some form of documentation.

The HIM is a valuable aid in conceptualizing and measuring "what goes on" between people. In counseling one of the crucial variables affecting outcome is the relationship between the counselor and his client (Barrett-Lennard, 1962; Bordin, 1969; Snyder, 1969; Lorr, 1969). Further, in some cases the style of the relationship has an affect on the outcome

(Truax & Wargo, 1966; Rogers, 1961). The instrument, therefore, appears to have face validity.

Each institution submitted a statement denoting the relationship style espoused by their model. Extrapolating from these statements of objectives, it was determined that "ideal" relationship styles for graduates of these programs would fall into the following HIM categories: personal/speculative (D-III); personal/confrontive (D-IV); relationship/speculative (E-III); and relationship/confrontive (E-IV). To determine precisely where each counselor fell in the HIM taxonomy, counselors submitted three tapes prior to employment*—an index, as it were of their beginning style of relating with clients. (A fourth tape was prepared by each counselor with a "coached client," which was to serve as a "baseline" interview—each counselor worked with the same presenting problem, responding and resolving as he saw fit. However, in the final analysis, time and budget constraints did not permit analysis of the coached client part of the study.) Thus, a fairly precise pre-employment index was possible for determining the relationship style of each counselor in the study before treatment.

Each counselor also completed a second set of three tapes in the early fall of 1972, and again in the spring of 1973. This *series* of three sets, or a total of 10 tapes, provided the sample which was analyzed to show the relationship style of counselors in both control and experimental groups. The middle 20 minute segment of each tape was analyzed (both pupil and counselor response) and coded by a trained rater whose agreement reached a 95% level with a criterion deck. Her intrarater reliability over the past five years ranged from 80 to 100% agreement. In many cases the 20 minute segment represented more than the middle third and especially with the elementary school age children.

Model Effectiveness

In the study effort was directed toward examining selected hoped for guidance outcome variables to determine if the counselors (experimental and control) from the various preparation programs made any general impact or did so differentially dependent upon a) how time was spent on the function variables or b) the personality variables of the counselors. The attitudes of professional staff (teachers, administrators, counselors, and counselor educators) toward a given set of guidance functions (stressed by the institution where the employed counselor was prepared) were also examined.

Teachers, Administrators, Counselors and Counselor Educators

Guidance Attitude Differential (GAD)

The Guidance Attitude Differential (GAD) was developed to investigate attitudes toward various counselor functions stressed by each institutional model. Patterned after the Semantic Differential format described by Osgood, Suci, and Tannenbaum (1957), the semantic differential is a tool for measuring the psychological meaning of abstract and real concepts, beliefs, attitudes or opinions.

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*It will be recalled (p. 39) that pre-employment status could not be controlled and that some counselors were, in fact, first year counselors.

The semantic differential consists of a number of scales made up of bi-polar adjective pairs, and coupled with a *concept* to be rated with the scales. An example of such a concept-adjective pairing appears below:

DEMOCRACY
good ____ bad
strong ____ weak
fast ____ slow

The concept is the word "democracy," followed by three bi-polar adjective pairings, "good-bad, strong-weak, and fast-slow."

In Osgood's, et al. original research, forty nouns were taken from the Kent-Rosanoff list of stimulus words for free association, and were read fairly rapidly to a group of about 200 undergraduate students. The students were instructed to write down the adjective occurring to them, immediately following the noun given. Fifty descriptive adjectives were identified as appearing most frequently, and nearly half of these were clearly "evaluative" in nature. The 50 adjectives were then paired with their opposites, and a scale was developed using 20 concepts, such as "lady, boulder, sin, father, cop, etc." Students were now asked to rate, on a seven point scale, the concepts. A matrix of intercorrelations of students' responses was then subjected to Thurstone's Centroid Factor Method (1947), and four factors were identified. These were: *evaluative* (accounting for 34 per cent of the total variance); *potency* (accounting for 8 per cent of the total variance); and *activity* (accounting for 6 per cent of the variance). A fourth factor (2 per cent of the variance) was discarded as a residual.

For this study, six bi-polar adjective pairings were selected. All pairings came from the evaluative (e) category. These were: *good-bad* (1.00 correlation to *e*); *successful-unsuccessful* (.51 correlation to *e*); *meaningful-meaningless* (.41 correlation to *e*); *important-unimportant* (.38 correlation to *e*); *wise-foolish* (.57 correlation to *e*); and a sixth pairing, chosen by the authors, *worthwhile-worthless* (.79 correlation to *e*—the original pairing used *valuable* rather than worthwhile). With several of the pairings it was decided to make the meaning more clear to the respondents, and appropriate "superlative" adjectives were chosen, thus changing a typical pairing from "meaningful-meaningless" to "*most* meaningful-meaningless."

To further clarify the task for respondents (and to assure that concepts being rated were commonly understood in terms of a *guidance and counseling function*), a brief definition of the concept word was included.

Thus a typical item on the differential might appear:

RESEARCH

(counselor interprets and reports results of research in professionally oriented journals)

The definitions of each concept were drawn from the training institutions "statement of objectives" (Appendix A) so that each concept would be rated in terms of that institution's objective. While this is not usually done in existing differential formats, it was felt that counseling concepts, being more specialized semantically, should be clarified. Also, since a separate differential was designed for each institution, (Appendix B), based on that institution's particular objectives, a phrase like "developmental counseling" might be defined differently for two different institutions. This effort, it was believed, tends to overcome some of the criticism of the differential concept which, without a definition, measures a weighting of unknown meanings.

Perception of Counselor Tasks (POCT)

The POCT instrument consists of 53 items (67 counting subitems), each one a short sentence or phrase dealing with some specific area of counselor functioning. Items were developed from two sources: a) from a teacher questionnaire used in *Guidance Programs and Their Impact on Students* (Tamminen & Miller, 1968); and b) from content of the "statements of objectives" prepared by each training institution during the planning stage of the study.

Thirty-one items were drawn from the teacher questionnaire. These items were considered "general" questions raised by the authors' investigation of teachers' attitudes toward the role and function of the school counselor. While some of these items were short, and specific to a particular activity, others were longer and consisted of several subitems, such as:

Helps to assist in the educational process of students by providing information on:

(a) gifted students
(b) physically handicapped students
(c) students with emotional problems
(d) students with home problems
(e) apparently unmotivated (or underachieving students)
(f) other students

The remaining 22 items were developed by combining similar statements from the lists of objectives prepared by the four training institutions. There was considerable overlap of "purpose" between the objectives of each program, with direction of performance of the objective differing only in degree. One institution, for instance, might stress utilizing "research" for evaluating the progress of the counseling model, while another institution would stress research as ". . . keeping abreast of current trends in counseling literature." Thus several different items stressing research would be developed for inclusion in the POCT. One theme consistent in the development of the instrument was that where the GAD was based on broad concepts (also derived from the institutional objectives), the POCT would further include some breakdown of these concepts where there were differences between institutions.

To determine which counselor tasks (subsumed in the GAD under "concepts") were similar across institutions, the prepared instrument was returned to each consultant, who was asked to complete the instrument based upon his perceptions of his institution's objectives. The consultant was to mark each item as "crucial" to the implementation of the model, "not crucial but related," or "not related to our model."

Staff Perception of Counselor Helpfulness

The elementary school counselor preparation model included in the study espouses a developmental approach which places stress upon counselor consultation with teachers. The assumption is that consultation, like counseling, is dependent upon a warm, friendly and understanding relationship between teacher and counselor. The developmental model necessitates that the counselors enter into teacher classrooms in order that the counselor may have access to all pupils and to foster the affective domain of the school environment. The Barrett-Lennard Scale (1962) measuring interpersonal relationship aspects in a modified form, 29 items, was used to evaluate this outcome. The Barrett-Lennard monograph reports that each of the subscales are reliable, that therapists judged to be effective obtain high scores, and that high scores are predictive of change in therapy. Moreover, high scores indicate a counselor is perceived by his clients as warm, accepting, understanding, with unconditional positive regard for the client (Appendix B).

The Perception of Counselor Questionnaire was first used with a high school guidance research project (Tamminen and Miller, 1968, p. 89) and was a major loading (.61 on the Good Counselor Image Input Factor along with field workers counselor rating scale (.67), both significant at .01 level. The factor also had considerable loading from "proportion of counseling time spent in working with personal problems" and "depth of reasons for seeing counselor," indicating that a counselor who engages in deeper level counseling will also be more favorably perceived in terms of these two instruments. The average counselor score on this questionnaire correlated significantly (at .01 level) with fourteen outcome variables, the highest being .66 with a counselor helpfulness scale. The Good Counselor Image Factor correlated .59 (significant at .05 level) with the factored outcome variable General Satisfaction with Guidance.

The instrument was also used in a second Minnesota study (Miller, Gum & Bender, 1972). In this study of elementary school guidance staff perception of counselor helpfulness was significantly related to staff openness to the counselor the second year (.52) and staff perception that guidance functions were achieved (.59) and also finding guidance functions helpful (.57), all significant at .01 level. On the basis of the evidence the Perception of Counselor Questionnaire is judged to have construct validity.

The instrument was administered a second time after the initial test in five elementary schools to obtain a measure of reliability with teachers. The test-retest procedure with 47 teachers indicated a .86 correlation and on the basis of this evidence the instrument is judged reliable with teachers.

Elementary School Guidance Functions Questionnaire

This questionnaire was originally developed for another Minnesota elementary school guidance research project and the items were chosen because they were closely aligned to a developmental model (Miller, 1966 and Gum, 1969). The original instrument asked teachers to assess guidance functions at three levels: appropriateness of the function, achievement of the function, and helpfulness of the function. The instrument was, therefore, judged to have content validity. A check with 42 elementary teachers for test-retest reliability of the instrument resulted in the following correlations: r=.40 for appropriateness, r=.70 for achievement, and .71 for helpfulness. It was speculated that the lower correlation of .40 on the appropriateness scale might be attributed to teachers' lack of certainty as to the proper role of the elementary school counselor.

In the original study analysis it was found that eight selected guidance functions both years on all three scales revealed 19 out of 24 to be significantly related (most at .01 level) to teachers' openness to the counselor suggesting that teachers are more apt to be responsive to counselors when it is felt that guidance functions are a) relevant to what teachers do, b) achieved by the counselor and c) rated helpful by teachers. The three scales both years in the original study were also significantly related to staff perception of counselor helpfulness (the same questionnaire was used in this study). Since the correlation between staff perception of achievement of the guidance functions and perception of helpfulness of guidance functions was quite high .86 and .88 (first and second year) it was decided for this study to combine them into one scale resulting in a total of two scales: appropriateness scale plus an achieved-helpfulness scale. The instrument was also judged to have construct validity. Some of the items were revised from the original instrument to more precisely reflect a developmental approach.

Elementary Pupils

Self-Concept Inventory.

This study sought to measure the real and ideal self-concepts of fifth and sixth grade children through the use of the Sears (1963) Self-Concept Inventory (SCI). This scale was devised by Sears for her research with fifth and sixth graders and consists of 10 scales each made up of ten items to cover such aspects as physical ability, mental ability, social relations with same sex, social relations with opposite sex, attractive appearance, social relations with teacher, work habits, social virtues, happy qualities, and school subjects. Sears reports, "The stability coefficients (over an eight-month period) found in this study were high (.67, .48, .52) with the exception of that for the average group of boys (.29). A split-half for one administration, was .95. Clearly, stability is lower than internal consistency." Sears (1963) questions if one can properly speak of the validity of self-concept in terms of "accuracy" of perception, and she reports various correlations between self-concept and such aspects as mental ability, teachers ratings, peer ratings, etc. However self-concept in Sears' study is differentially related to these aspects depending on whether or not one is tested as having superior or average mental ability and whether one is a boy or a girl.

Finally the Sears' inventory was considered to be relatively lengthy (100 items). Sears in later studies shortened her SCI to 48 items and reported a Kuder-Richardson reliability of .90. Although the SCI did have items in 10 areas Sears (1963) in a factor analysis reported that "The principal axis solution of this factor analysis provided one and only one strong factor." (p. 52)

The SCI was administered because the development of a positive attitude toward self is an important goal of elementary school guidance. The counselor who is concerned about the affective domain and works with the teacher through the classroom hopes to make a positive influence on this important variable.

Affectivity Scale.

This 51 item instrument was developed by Rusch (1971) to assess outcomes of the developmental classroom guidance materials developed by Dinkmeyer (1970). The major focus of the material is to improve self-concept and the feeling side of emotional motivity. The counselor education program placed considerable stress on this purpose and is included as one of the certification competencies. (Gum, 169; Appendix D). There are eight subtest scores but only the total score was used in this study. A reliability of .77 correlation has been reported between alternate forms. (Holmes, Flugsrud, & Rusch, 1971). A correlation of .26 (Form L) (significant at .001 level) has been reported between pupil scores and teacher ranking of pupils on understanding of self and others (Rusch, 1973). The instrument is therefore judged to have reliability and concurrent validity. The instrument was used in this study with second and third grade pupils.

Secondary Students

Career Maturity Inventory: Problem Solving Subtest

The *Vocational Development Inventory* (VDI), currently entitled the *Career Maturity Inventory* (CMI) was developed by Crites (1961; 1965;

1971a; 1971b) to assess the level of career maturity of adolescents. The instrument, still in experimental form, consists of two relatively discrete sections—an Attitude Scale, and a Competence Test. The Attitude Scale contains 50 attitudinal statements deduced from career development theory.

The Competence Test falls into the following five parts, each part a section of test: Knowing Yourself (Self-Appraisal); Knowing About Jobs (Occupational Information); Choosing a Job (Goal Selection); Looking Ahead (Planning); and What Should They Do? (Problem Solving).

Important in the construction of this test has been the use of stems which students find relevant and realistic. Items are designed to "foster personal involvement and identification with the task" (CMI Handbook, 1973, p. 23). Also, item stems have been developed which purport to represent different ethnic groups, and to avoid sex bias and stereotyping.

Part 5 of the CMI—administered to all secondary level students in this research—is entitled *Problem Solving: What Should They Do?* Problems in career decision making in adolescence range from ". . . insignificant aptitude for a preferred occupation . . . to indecision and unrealism in making a career choice (CMI Handbook, 1973, p. 28)." Further, according to Crites, one indication of career maturity is the increasing ability of the adolescent to solve problems related to career development tasks.

In the *Problem Solving* subtest, stems extrapolated from actual counseling summaries are descriptions of a hypothetical person who is faced with a career/education decision. The respondent is given a set of different choices reflecting alternative decisions the person in the stem might make. The respondent must choose the most effective answer to the problem (effective as he views the situation in the stem). An example of such an item is:

1. Bill wants to be an electronic technician and has the ability to be one. But his grades are poor, and he thinks he may not be able to get into college.

   WHAT SHOULD HE DO

   (a) try harder and get better grades
   (b) talk with his teachers or a counselor
   (c) figure he'll get into college despite his grades
   (d) change his vocational choice to something else easier
   (e) don't know

Reliability of the competence test subtests is based upon internal consistency coefficients (test-retest stabilities are currently being collected). Coefficients are high, ranging from .72 to .90, with the exception of lower coefficients in the problem solving subtest for sixth and seventh grade students. Crites suggests that one possible explanation for this might be attributed to the fact that students at this developmental stage may not have consolidated ways for coping with such decisional problems.

Since the various subtests of the CMI were designed to "define and quantify" the essential cognitive aspects of career maturity, content validity appears to be acceptable. Further, the universe of content used in the stems of the items was drawn from the verbal behavior of children and adolescents. Such expressions were fashioned into stems and answer alternatives. Items were selected for their monotonicity of grade function; the *criterion-related* validity is borne out by examining the percentage of overlap in score distributions of the subtests from grade to grade. Examination of tables in the CMI Handbook shows an overlap, for instance, of 35% between scores of sixth and seventh graders on the Self-Appraisal subtest. Percentage of overlap between other grades/subtests remains between 33% - 56%, with only three showing an overlap higher than 50%.

Variables comprising the construct-dimension of career choice competencies are theoretically intercorrelated, r's ranging hypothetically from .40 to .60. Product-moment correlations among the various subtests were obtained to examine this construct validity. The intercorrelated r's ranged from .25 to .73, with a mean r = .54, which is the approximate theoretical expectation. Further validation is currently in progress.

Student Perception of Counselor

The Perception of Counselor Scale as developed by Barrett-Lennard (1962) and revised by Tamminen and Miller (1968) was also used to determine how secondary students perceived the counselor's helpfulness qualities. The assumption is that an effective counselor must be perceived as helpful. The reliability and validity of the instrument was discussed previously (p. 49).

Student Guidance Questionnaire

The Student Guidance Questionnaire (SGQ), consisting of 32 items, was developed for the purpose of assessing students' opinions of various "practical" aspects of the counselor's activities, i.e., time availability, type of help given, etc. The first 12 items are multiple choice, following a ranking format such as:

> When I go in for my counseling appointment, I usually can expect to have
>
> (a) less than 5 minutes available to me
> (b) 5-15 minutes available to me
> (c) more than 15 minutes available to me

This portion of the SGQ was adopted from the "Guidance" section of the *Priority Counseling Survey* (1971), developed by Mechanics Research, Inc. The remaining twenty items were selected from the *Student Questionnaire* developed by Tamminen & Miller (1968). These items tell some ways in which students might be helped by the school counselor, and only those items deemed to be helpful are checked by the respondent. For instance:

A. ( ) ________Gives or helps students get information about college.

B. ( ) ________Explains test scores to students.
C. ( ) ________Helps students develop better study skills.

The SGQ was given to all secondary students towards the end of the consultation year and again at the end of the second school year (termed "follow-up year"). A total of 1,680 students were sampled. While *face* validity is apparent, no reliability check was conducted.

Counselors

Fundamental Interpersonal Relationship Orientation-Behavior Scale (FIRO-B)

The six FIRO scales derive from the theory originally presented in *FIRO: A Three Dimensional Theory of Interpersonal Behavior* (Schutz, 1958). The FIRO-B (Behavior scale) purports to measure an individual's characteristic behavior toward other people in the areas of *inclusion, control,* and *affection.* According to the manual, the primary purposes of the FIRO-B scales are: 1) to measure how people behave in interpersonal situations, and 2) to provide a way for determining how people will interact. Defined behaviorally, inclusion (I) is: an interpersonal need to establish and maintain a satisfactory relationship with people with respect to interaction and association. Positive and negative aspects of inclusion are connoted by terms, such as "associate, interact, communicate, encounter, and exclude, detached, ignore." Control (C) is the interpersonal need to establish and maintain a satisfactory relationship with people with respect to control and power. Terms connoting control include "authority, dominance, influence, or resistance, follower, submissive." The interpersonal need for affection (A) is the need to establish and maintain a satisfactory relationship with people with respect to love and affection. Terms connoting positive and negative affection are "love, like, emotionally close, and dislike, emotionally distant, and reject."

Two aspects of these dimensions are assessed by the FIRO-B, i.e., the behavior an individual expresses (e) toward others, and the behavior an individual wants (w) others to express towards him.

The subscales of the FIRO-B contain nine single-statement items, each of which is to be answered on a 6-point scale. According to the manual, each of the nine items has been keyed to maximize the Guttman scale property of the subscale to which it belongs. Reliability has been established using coefficients of internal consistency and stability. According to Guttman, reproducibility is a more rigorous criterion than the usual international consistency measures, since it requires not only that all items measure the same dimension, but also that the items occur in a certain order. Mean reproducibility for FIRO-B exceeds .94 for all six scales (I_e . I_w, C_e - C_w, and A_e - A_w). The mean coefficient of stability (correlation between test scores and scores on retest after a time lapse) is .76.

From Bloxom (1972), the following comment on validity of the FIRO-B:

> Validity studies on the FIRO-B questionnaire suggest that its subscales are related to nontest interpersonal

> behavior as well as to other personality measures. Scales scores have been found to be correlated with: rated effectiveness of supervisors, production of good ideas in brainstorming groups, rated creativity, freshman grades, and the diagnosis of schizophrenia. The number and strength of these relationships are not great enough to validate the use of FIRO-B for counseling and guidance, but they indicate it is definitely a worthwhile instrument for research (p. 170).

Eysenck Personality Inventory (EPI)

The Eysenck Personality Inventory (EPI) is a revised and "updated" version of the Maudsley Personality Inventory (Eysenck, 1962), reflecting Eysenck's prolific work in developing a theory of personality based on (thus far) two conceptual dimensions, i.e., extroversion-introversion (E), and neuroticism-stability (N). The Eysenck test is a *yes-no* intentory, consisting, in its present state, of two parallel forms A and B. Each form contains 57 items, 24 items each for the extroversion and neuroticism scales, and a nine-item Lie scale similar in format to the lie scale of the MMPI. The title of the EPI gives no clue to the characteristic it purports to measure, nor do the items have any strong acceptance/rejection stereotype. Therefore, bias is restricted.

According to the manual, high E scores are indicative of extroversion. Such high scoring persons tend to be outgoing, impulsive and uninhibited, have many social contacts, and enjoy taking frequent part in group activities. This person is affable, tends to be aggressive and to lose his temper quickly, and does not keep his feelings under tight control. By contrast, low E scores indicate a quiet and retiring sort of person, introspective, reserved and rather distant except to intimate friends. The low scoring E person tends to plan ahead, "looks before he leaps," and distrusts the impulse of the moment. High N scores are indicative of overreactivity and emotional overresponsiveness. Such persons might be characterized as moody, pessimistic, unsociable, touchy, restless, impulsive and excitable. (It must be kept in mind that scale scores range from 0 to 24, and that the descriptions given for E and N are representative primarily of the extremes on these scales.)

The manual for the EPI gives percentiles using American college students as a standardization group. Mean raw scores for E and N, using this standardization sample, are: 13.1 and 10.9 for E and N, on Form A, and 15.2 and 11.4 for E and N on Form B, respectively. Correlations between Forms A and B run from .75 to .91. Test-retest reliability on the two parallel forms ranges from .80 to .97. For this study Form A of the EPI was used.

Three forms of validity are discussed in the manual, two of which are useful for this study, i.e., factorial and concurrent. Factorial validity is the correlation between a scale and the factor which it purports to measure. Using a number of measures of neuroticism and anxiety, including the earlier MPI as a referent, Bendig (1960) confirmed the existence of two independent factors, terming them "emotionality" and "extroversion-introversion." In this case the emotionality factor was a composite of anxiety and neuroticism. Factor loadings ranging from .64 to .78 in three groups were reported for the MPI N scale against the emotionality factor. Factor loadings of .78, .79, and .79 were found for the three subscales extracted from the MPI E scale on the extroversion-introversion factor.

E and N scales from MPI and the present EPI are found to correlate highly with other instruments purporting to measure these dimensions. For instance, in the original sample of 400 used for item analysis in the development of the instrument, the E scale correlated .79 and the N scale correlated .92 with corresponding Guilford (1940) I and E scales. Correlations of the EPI N scale with Cattell's (IPAT) Anxiety Scale were .74, for a sample of 146. Correlations with other instruments, supporting concurrent validity, are reported in the manual.

Statistical Procedures

Analysis of variance was used to determine if differences in the values of the various counselor-student-teacher-administrator-counselor variables across the four counselor education programs (experimental and control) were statistically significant. If significance was found, the Newman-Kuels test was used to identify the locations of significance.

The unrelated t-test was used on some variables to determine if differences between experimental and control groups and first and second year comparisons were significant. The method of comparing any two means (Winer, 1962) was used on one variable.

Multiple stepwise backward regression procedures were used to identify what combinations of functions contribute the most variance toward the various secondary school hoped for guidance outcome variables and counselor personality variables.

The chi square method was used to determine if secondary student responses to guidance service questions were significantly different than would be expected by chance.

A cluster analysis using normalized vectors was used to identify counselors whose counseling styles were similar (or clustered together).

The Spearman rank order correlation was used to compare how the various professional groups (teachers, administrators, counselors, and counselor educators) rate a specified set of guidance and counseling functions.

Research Questions

The present study was concerned with answering the following questions:

Model Implementation and Related Questions

Objectives

1. What are the objectives of each of the four counselor education programs?

Function Log

2. Will the counselors who received preparation from the four institutions, experimental and control, spend time on functions as suggested by their counselor educators?

Hill Interaction Matrix

3. What is the counseling style of all counselors?

Model Effectiveness and Related Questions

Guidance Attitude Differential

4. What is the relationship among various professional groups, experimental and control, toward guidance role concepts stressed by the four training institutions?

Perception of Counselor Tasks

5. What is the relationship among various professional groups, experimental and control, toward a set of counselor tasks deemed important by counselor educators?

Staff Perception of Counselor

6. Is there a diffference in how elementary school teachers, experimental and control, perceive elementary school counselor helpfulness qualities?
7. What is the relationship between the teachers' perception of helpfulness qualities in the counselors and their style of counseling?

Perception of Elementary School Guidance Functions

8. Is there a difference in how elementary school teachers, experimental and control, perceive guidance functions first and second years?

Self-Concept

9. Is there a difference in how upper elementary school pupils, experimental and control, perceive themselves first and second years?
10. What is the relationship between the counseling style of the elementary counselors and pupils self-concept scores?

Affectivity

11. Is there a difference in how primary pupils, experimental and control, understand themselves and others first and second years?
12. What is the relationship between the counseling style of the elementary school counselors and primary pupils understanding of self and others?

Career Problem-Solving

13. Is there a difference in secondary students, experimental and control, career problem-solving first and second years?

14. What is the relationship between the counseling style of the high school counselors and students' career problem-solving?

15. What is the relationship between career decision-making of secondary students and how high school counselors spend time on the purposes of functions, types of functions performed, and counselor effort variables?

Student Perception of Counselor

16. Is there a difference in how high school students, experimental and control, perceive the counselors' helpfulness first and second years?

17. What is the relationship between secondary students' perception of counselor helpfulness and how high school counselors spend time on the purposes of functions, types of functions performed, and counselor effort variables?

18. What is the relationship between the counseling style of the high school counselors and students' perception of counselor helpfulness?

Student Guidance Questionnaire

19. Is there a difference in secondary school students' experimental and control, responses to selected aspects of the counselor's assistance first and second year?

Fundamental Interpersonal Relationship Orientation

20. What is the relationship between experimental and control counselors on interpersonal relationship variables?

21. What is the relationship between the counseling style of the counselors and their interpersonal relationship variables?

22. What is the relationship between counselor interpersonal relationship variables and how counselor time is spent on function purposes, types of functions, and counselor effort variables?

Eysenck Personality Inventory

23. What is the relationship between experimental and control counselors on introversion-extroversion and stability-neuroticism variables?

24. What is the relationship between the counseling style of the counselors and their introversion-extroversion and stability-neuroticism variables?

25. What is the relationship between secondary counselor introversion-extroversion and stability-neuroticism variables and how counselor time is spent on function purposes, types of functions, and counselor effort variables?

Chapter 4

Analysis Of Data

The analysis and results are presented in the order of the 25 research questions asked in Chapter 3. The results are presented in two general categories, a) model implementation, and b) model effectiveness and related factors. The statistical procedures used are identified under the various aspects as they are presented.

Under the general category of *model implementation factors* the following aspects were analyzed: counselor education objectives, consultant strategies, counselor time-function logs, and counseling style of counselors.

Under the *model effectiveness and related factors* category the following aspects were analyzed in the study: professional groups' guidance attitudes toward counselor role concepts; professional groups' perception of counselor tasks; elementary school teachers perception of counselor helpfulness; counseling style in relation to teachers' perception elementary school counselors' helpfulness; elementary school staff's perception of guidance functions; upper elementary school pupils' self-concept, counseling style and upper elementary school pupils' self-concept; primary pupils understanding of self and others; counseling style and primary pupils understanding of self and others; career problem-solving; career problem-solving and counseling style; career problem-solving and counselors use of time; students' perception of counselor helpfulness; counseling style and students' perception of counselor helpfulness; counselors use of time and students' perception of counselor helpfulness; counselors interpersonal relationship orientation; counseling style and interpersonal relationship orientation; counselor interpersonal relationship orientation and his/her use of time on the job; counselor introversion-extroversion and neuroticism-stability dimensions; counseling style and introversion-extroversion and neuroticism-stability qualities; and counselors use of time as a function of introversion-extroversion and neuroticism-stability dimensions.

Model Implementation Results

Counselor Education Program Objectives and Strategies

The first part of the study began with the identification of program objectives for each of the four institutions involved in the study. A general scheme for developing and operationalizing objectives for each preparation program included: 1) meeting with the counselor educators (CE) from each institution; 2) meeting with the CE representative from each institution who would serve later as the consultant from that program for the project; 3) development, with the institutional consultant, of a broad list of objectives for that program, which might then be modified and abbreviated until they were ready for re-submission to the preparing institution staff; and 4) final wording of the objectives after approval by institution staff, leading to the "statement of objectives" lists for each program. These objectives represented the concensus of staff opinion regarding the goals and objectives for that program. In those few cases where there was disagreement, i.e., one staff person would want to see an objective included while the rest of the staff disagreed, the item might be reworded to fit into a frame of reference acceptable to all. To the best of our knowledge no objective was used which did not meet the approval of all of the staff.

After completing the lists of objectives for each program, it was then necessary to develop plans for assuring counselor compliance with the objective. More precisely, it was desired that those counselors who would receive consultation should be "encouraged" to follow the objectives set forth by their preparing institution. Thus, each consultant had to develop a "strategy" for consultation which would incorporate the objectives outlined by his/her institution*. An example of one such objective translated into a "consulting strategy" follows:

OBJECTIVE	CONSULTANT STRATEGY
By means of course work and interaction with professional staff, the counselor should develop a high skill in the meaningful use of appropriate appraisal methods to help youth achieve a greater degree of self-understanding.	Consult time-function logs. Observe a test interpretation and/or critique a tape. Discuss with the counselor use of tools, his/her techniques, and possibility of other tests. Demonstrate test interpretation if deemed helpful.

It may be seen from the above example, that the preparing institution believes appropriate use of tests and measurement devices to be helpful in the counseling milieu. This is a skill they would like to impart to the graduate student enrolled in the counselor education program. At graduation the institution has only a course description and grade system to suggest that the counselor indeed has these testing skills. Thus the strategy of the consultant following the counselor into the field must include such activities as: 1) observing the counselor in a test-use situation; 2) discussion with the counselor regarding his/her choice of a test, and the approach for administration; 3) assist counselor in interpreting tests; and 4) check the completed time-function logs (described elsewhere) for uses of tests and in what situations. In this way the consultant assures himself/herself that the counselor is in fact using tests in an appropriate manner consistent with the objectives of the training institution. The strategies developed for each program objective by the various consultants are listed in Tables 1-4.

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*For a full description of the strategies used by the consultant to assist project counselors with role model implementation see Tables 1-4.

Counselor Education Program No. 1 (CEP No. 1)

CEP No. 1 has nine objectives (Table 1). The supervising strategy for each of these is also spelled out in Table 1. As will be noticed, the strategy included a fair degree of contact between the project consultant and the school staff and administration, and in fact, in combination with observation of the counselor in the school, these two form the basis of the overall consultation strategy. In developing items for the Guidance Attitude Differential (GAD), the consultant for this program paired-off items for the GAD drawn from the CEP No. 1 objectives in Table 1 (See Appendix A).

Counselor Education Program No. 2 (CEP No. 2)

Whereas CEP No. 1 was oriented towards a consultant/school staff interaction strategy, CEP No. 2 (Table 2) tended to rely strongly upon "modeling" of appropriate counselor behaviors (consistent with the program's objectives). The CEP No. 2 consultant strategy also is a "school visit" model, i.e., the consultant planned to spend a fair amount of time observing the counselor in the school setting and in discussing tapes with the counselor. CEP No. 2 lists twelve objectives; for ways these are related to items in the GAD see Appendix A.

Counselor Education Program No. 3 (CEP No. 3)

The objectives for CEP No. 3 (Table 3) derive from a preparation model emphasizing the role of the counselor as a "psychological consultant" to the school. In this model perhaps more so than in the latter two, there is also an emphasis on building a counseling model, in the school, which is replicable. Such replicability, naturally, calls for a thorough training in research and evaluation skills. The strategy for consultation in this model (consultation between institution consultant and counselor) involved reviewing of counselor's plans, tape analyses, observation of the counselor, interviewing school staff persons, and group seminars (wherein counselors from the institution come together regularly as a group for shared feedback). For ways the objectives tie in with the GAD items see Appendix A.

Counselor Education Program No. 4 (CEP No. 4)

The objectives for CEP No. 4 (Table 4) were developed similarly to those of the other preparation programs, with perhaps a bit more emphasis on breaking down each objective into its specific activities. The instructor in the program responsible for the subject-matter encompassed by an objective was the final authority in stating these specifics within the objective. This process made the objectives "outline" more quantifiable, but subsequent consultant strategy actions more difficult. The cognitive area, CEP No. 4 suggests, is evaluated prior to the counselor leaving the institution. Thus the consultant was primarily responsible for supporting "activity" based objectives. A fair portion of the consultant time was to be

Table 1
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 1

Objective	Supervising Strategy
1. Consultee demonstrates sensitivity, warmth, and emphatic understanding in his/her relationships with clients and staff.	1a. Consultant listens to audio tape of counseling interview of client with consultee. One tape every three weeks.
	1b. Questionnaires developed by consultant to gather data from both clients of consultee and staff members which will evaluate this.
	1c. Consultant discusses with consultee the rationale for consultee behavior during tape listening sessions.
	1d. Use of video taped role-playing sessions with total group of consultees–once every six weeks at a minimum.
	1e. Through data obtained from questionnaires (#2 above) and from tape listening.
2. The consultee exhibits skill in counseling with individuals and groups.	2. Same as for objective #1.
3. The consultee exhibits skill in the use of informational sources in assisting clients with personal, educational and vocational development.	3. Personal observation by the consultant plus data from questionnaire developed by consultant and circulated among students and staff at the school.

4. The consultee meets periodically with teachers and provides background information for them for use in career development units in the classroom.	4. Personal contacts between consultant and teachers in the school plus questionnaire data from the teachers.
5. The consultee exhibits skill in selecting, evaluating and interpreting appropriate appraisal devices for use in the total guidance program.	5. Consultant listens to and evaluates an audiotape of an interview between the consultee and a client. (Several times during the year.)
	6. Personal contacts between consultant and staff and administration plus data from questionnaires circulated among staff.
6. The consultee exhibits skill in utilizing effective procedures in placement and follow-up activity.	6. Personal observation by the consultant, discussions with the consultee, and questionnaire data from the school staff and students.
7. The consultee exhibits skill using and interpreting research data in evaluating effectiveness of his services.	7. Personal observation by consultant plus discussions with administration.
8. The consultee exhibits skill in consulting with significant persons in the life of his clients.	8. Consultee maintains a time log of his activities week by week, and discusses this frequently with consultant.
9. The consultee demonstrates a genuine commitment to his/her profession and to the clients that he/she serves.	9. Personal data sheet completed by consultee plus questionnaire circulated among staff.

Table 2
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 2

Objective	Supervising Strategy
1. Trainees are encouraged to join and participate in professional counseling activities.	1a. Modeling 1b. Encouraging 1c. Send him/her application materials
2. By means of course work and interaction with professional staff, trainees should develop knowledge, understanding, and professional attitude toward the educational setting in which he/she will work and toward related "helping" community agencies.	2a. Interview 2b. Tour the school and community with him 2c. Ask him/her to introduce consultant to key personnel and spend some time with each one 2d. Discuss with him/her how these individuals and agencies can be integrated in his/her program
3. By means of course work and interaction with professional staff, trainees should develop knowledge, understanding, and professional attitude and skills needed to relate effectively with youth and to develop "systems" within the educational setting which will help youth.	3a. Consult time-function log 3b. Discussion 3c. Suggestions
4. By means of course work and interaction with professional staff, trainees should learn to work with "significant others" (teachers, parents, etc.) for the welfare of individual youth as well as for the total welfare.	4a. Attend several meetings with him/her 4b. Participate in some faculty discussions with him/her (modeling) 4c. Discuss possible programs with him/her

5. By means of course work and interaction with professional staff, trainees should learn to communicate more effectively, both orally and in writing.	5a. Determine what has been done by means of discussion and consulting the record 5b. Help him/her plan additional programs 5c. Check his/her written communications for clarity 5d. Sit-in on one of his/her oral presentations and discuss this with him/her
6. By means of course work and interaction with professional staff, trainees should understand the philosophies and techniques of counseling and should develop his/her own professional respectable skill approach in using these techniques to help individuals.	6a. Discussion 6b. Observation of several counseling sessions 6c. Critique tape 6d. Questionnaire to school community 6e. Demonstrate, if necessary
7. By means of course work and interaction with professional staff, trainees should understand the philosophies and techniques of group counseling and should develop his/her own professionally respectable skill approach in using these techniques to help individuals.	7a. Discussion 7b. Observation of several counseling sessions 7c. Critique tape 7d. Questionnaire to school community 7e. Demonstrate, if necessary
8. By means of course work and interaction with professional staff, trainees should develop a high degree of understanding and skill in helping youth with those problems which are the particular concern and purpose of the secondary school: educational and vocational choice problems.	8a. Discussion 8b. Observation of several counseling sessions 8c. Critique tape 8d. Questionnaire to school community 8e. Demonstrate, if necessary

Table 2 (Con't.)
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 2

Objective	Supervising Strategy
9. By means of course work and interaction with professional staff, trainees should develop a high skill in the meaningful use of appropriate appraisal methods to help youth achieve a greater degree of self-understanding.	9a. Consult time-function log and records 9b. Observe a test interpretation or critique tape 9c. Discuss with counselor the technique, tools used, and possibility of other devices 9d. Demonstrate test interpretation if deemed helpful
10. By means of course work and interaction with professional staff to develop an understanding and sophisticated appreciation of professional research and to approach his/her work with a "research oriented" as well as a "humanistic" attitude.	10a. Consult time-function log 10b. Discuss and make appropriate suggestions where possible 10c. Bring him/her pertinent literature which might help him/her make progress in this area
11. By means of course work and interaction with professional staff, to develop a professional enthusiasm for the work of the counselor.	11a. Modeling 11b. Suggestions
12. By means of course work and interaction with professional staff, to practice ethical professional principles in both his/her work and his/her private life.	12a. Consult time-function log 12b. Discussion 12c. Modeling

Table 3
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 3

Objective	Supervising Strategy
1. The counselor functions as a psychological consultant to the school to promote the psycho-social development of individuals in that organization.	1. Arrange for interviews with administrators and staff regarding role of counselor. Actual intervention evaluated by persons affected to consultant's satisfaction.
2. The counselor conducts interviews with individuals of various socio-economic, cultural and/or ethnic backgrounds in which he/she develops working relationships, accumulates and uses information in the management of the case.	2. The consultant will review and rate audio tapes with counselor at least once every two weeks. If possible, the consultant will also do multiple counseling once a month.
3. The counselor draws upon career development theory, showing familiarity with sources of educational and vocational information and knowledge of post-high school educational and other personal growth opportunities, and utilizing community resources in consultations with students, teachers, and parents.	3. The consultant will utilize resources from his/her department to provide seminars with representatives from relevant groups.

Table 3 (Con't.)
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 3

Objective	Supervising Strategy
4. The counselor selects, administers and interprets tests using a variety of assessment procedures to help students explore and/or select a vocation.	4. The consultant will request a report of post-high school activities of prior graduates. He/she will also personally rate effectiveness as well as seek feedback from staff. He/she will attempt to facilitate visits to relevant local institutions.
5. The counselor utilizes relevant research methodology to investigate a behavioral, organizational or psychological problem.	5. The consultant will evaluate an audio tape of a test interpretation several times during the year. He/she will try to facilitate the necessary learning of procedures not yet in the counselor's repertoire. The consultant will assist the counselor in planning a project and in preparing a report.
6. The counselor designs, manages and evaluates at least one novel learning experience to help students cope with curricular or extracurricular student concerns.	6. The consultant will review the plan and try to facilitate its implementation.
7. The counselor conducts a series of group sessions with persons from the school population.	7. The consultant will do HIM ratings of at least two group sessions determining the work level of the group.

8. The counselor assembles assessment information, maintains functional records including test data, anecdotal records, etc. and communicates to others in written or oral psychological reports.	8. The consultant will periodically review records and will seek feedback from contacts.
9. The counselor maintains the ethical standards of his/her profession.	9. The consultant will review school policy with the counselor and observe his/her practice in ethical matters.
10. The counselor demonstrates that he/she can recognize his own limitations by referring to and using other professionals where appropriate.	10. The consultant will evaluate use of such professionals.
11. The counselor evidences commitment for continuing professional growth and reads and utilizes research literature relevant to counseling in order to define his/her role and improve his/her competence.	11. The consultant will discuss activities with the counselor, try to keep him/her informed of opportunities available and where necessary, try to arrange a group meeting with an expert where such learning is needed.

Table 4
Counselor Education Program Objectives and Consulting Strategies
CEP No. 4

Objective	Supervising Strategy
I. Cognitive Area: Counselor trainee demonstrates an adequate knowledge of theoretical literature and research findings as measured by a final written comprehensive examination in the following content areas: Statistical methods, pupil personnel services, counseling procedures, tests and measurements, personality development and mental hygiene, human learning, methods of research, occupational information, group procedures, adolescent development, and other electives in sociology, anthropology, philosophy of education.	I. Evaluated prior to leaving the institution.
II. Student Appraisal Area: Counselor trainee demonstrates his/her competence in the use of appraisal methods in the following ways: 1. Counselor is able to evaluate and select appropriate tests or use as needed. Demonstrates	II. The consultant will ask the counselor to tape record a sample of three or four of his/her counseling sessions with students involving test interpretations. The consultant will review the tape, and determine if the test used was appro-

this by explaining how and when he/she would use tests selected randomly from his/her file.

2. Counselor is able to select, use, and interpret tests appropriately in counseling with individuals. Demonstrates this by explaining why and how and what point tests were used in cases selected randomly from his/her counseling file.

3. Counselor is able to provide appropriate in-service training for teachers in the use, interpretation, and limitations of tests. Demonstrates this with actual training sessions.

4. Counselor follows ethical principles in all test uses, and particularly in giving out test information. Demonstrates by indicating what kind of information he/she gives out to whom, and how it is done.

5. Counselor is able to utilize various formal and informal assessment techniques such as rating scales, anecdotal records and sociometric instruments and use the information in counseling.

6. Counselor, when the need is apparent, demonstrates the ability to design a research project, gathers and evaluates the data, and produces a report which can be read and understood by the other counselors, school personnel and interested laymen.

priate for the purpose, and if the test results were interpreted correctly. Consultant will go over the test interpretation with the counselor, suggesting alternative approaches and/or tests, and other "record" information useful to the client.

Table 4 (Con't.)
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 4

Objective	Supervising Strategy
III. Counseling Skills for Individual and Group Counseling: The trainee demonstrates his/her skills in counseling adolescents individually or in groups by being able to accomplish the following as and when necessary: 1. develop a relationship with his/her clients which is characterized by genuineness (authenticity), and nonpossessive warmth 2. correctly identify the feelings expressed by the client (empathy) 3. be concrete and specific in his/her communications to the client 4. promote self exploration in the client 5. help the client to make plans for utilization of his/her resources and environmental opportunities available to him 6. help the client to deal with immediate problems requiring attention 7. help the client to make necessary changes in his/her environment	III. The consultant will listen to tape recordings collected periodically (once every other week) and provide feedback to the counselor, and suggestions for improvement - (and appropriate reinforcement) - utilizing client-centered and modeling techniques.

IV. Developmental Guidance Area: The counselor trainee will demonstrate his/her competencies in this area in the following ways:

1. The student will be able to explain relevance of the developmental task concept for group guidance.

2. The student will have developed and acquired a store of developmental guidance experiences for different grade levels.

3. The student will have developed and acquired a store of developmental guidance experiences concerning the different developmental tasks of the child.

4. The student will be able to recognize the "teachable moment."

5. The student will aquire the ability to pinpoint what developmental task to focus upon.

6. The student will develop an awareness and sensitivity for the appropriate sequential ordering of developmental guidance units.

7. The student develops the skill to create a warm and positive climate that promotes openness to participate and explore feelings.

IV. The consultant will review a sampling of Developmental Guidance Units being used by the counselor during a given period. He will observe four or five of the Developmental Guidance Units in an actual classroom situation during a consultative visit (when not involved directly with the counselor), and report to the counselor his opinion of the success of the Units, providing feedback and constructive advice for improvement where appropriate.

Table 4 (Con't.)
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 4

Objective	Supervising Strategy
V. Consultation Objectives: 1. Given the circumstances of a problem involving individual or group behavior either in a classroom or in a home, the guidance trainee must be able to formulate and/or implement a program for remediation consistent with behavior modification principles as promulgated by G. Patterson or O. Lindsley. 2. The guidance trainee must understand that the counseling relationship is one between equals with the focus of the interaction on a problem outside of the consulting situation. He/she will demonstrate this understanding by ending the consulting interview with a statement to the effect that: a) "He/she will be glad to consult further b) He/she will demonstrate the plan if asked c) It is up to the consultee to decide what to do next." 3. The guidance worker must be available for consulting. He/she demonstrates this by posting open times.	V. The consultant will interview a selected sampling of teachers, administrators, special staff, and parents (where feasible) to whom the counselor has provided consultation, in order to determine how the person being consulted, i.e., teacher, parent, evaluated the help he received. Consultant will then report back to counselor, with recommendations for improvement, referral, behavior modification techniques, etc.

4. The guidance worker must let teachers know of his/her skills and services. He/she shows this by holding teacher in-service workshops using sample case material or actual teacher cases.

5. The guidance worker must recognize what his/her professional competencies and limitations are. He/she demonstrates this by referring all cases with which he/she is not prepared to deal to the proper agency.

6. (Corollary to #5) The guidance worker must offer his/her services in all cases in which he/she is professionally competent and when such services are consistent with a reasonable use of his/her time and energy.

VI. Consulting Function: When called upon or when he/she deems it necessary, the trainee consults with teachers, individually or in groups, on matters relating to

1. child/adolescent development—normal and atypical
2. dynamics of human behavior
3. group dynamics with special reference to classroom groups
4. learning climate in classroom and school
5. behavior problems of students
6. learning difficulties

VI. Similar strategy, more cognitively directed, as in V.

Table 4 (Con't.)
Counselor Education Program Objectives
and
Consulting Strategies
CEP No. 4

Objective	Supervising Strategy
7. use of guidance materials	
8. development of curricular material with guidance emphasis	
9. interpretation of test data.	
10. school activities program	
When necessary, he/she consults with administrators on matters relating to:	
1. school organization	
2. school wide testing program	
3. program development	
4. placement of new students	
5. evaluation of programs	
6. interpreting guidance program to the community	
7. in-service training of teachers	
When necessary, he/she consults with specialists regarding	

1. referrals
2. disposition of "cases"
3. in-service training of teachers

VIII. Coordinating Function: The trainee demonstrates competence in this area by coordinating the following activities:

1. case conferences/referrals to outside agencies
2. testing program
3. orientation of new students
4. information about educational and vocational opportunities

VIII. Human Relations Area: The counselor trainee demonstrates his/her human relations skills in relevant situations in the following ways:

1. by fostering a democratic climate in his/her work setting
2. by serving as a model for free and open communication
3. by being able to work smoothly with people of different backgrounds and values
4. by promoting constructive human relationships in his/her own professional contacts with others

VII. The consultant will sit in on a case conference called by the counselor, in order to see how effectively the counselor organizes the case material and how skillfully he/she conducts the conference. Afterwards consultant will review the fundamentals of the presentation and offer suggestions and feedback.

spent listening to taped interviews, whether the session involved testing, counseling, vocational/occupational exploration, or scheduling. Further consult time was to be devoted to observation of the counselor in the classroom. For ways the CEP No. 4, objectives pair up with the GAD items see Appendix A.

Strategies Used by Consultants

Counselor Education Program No. 1 (CEP No. 1)

The consultant maintained a log or journal, which included such references as date, consultee, activity, problems or concerns and impressions. Initial visits to the counselors were designed to explain project goals and purposes, and to orient the counselor to his/her part in the project activity. Subsequent consultations focused upon problems the counselor was experiencing in his/her new job. The consultant spent a great deal of time relating the problem areas of one counselor to those of the others in his/her group, and group meetings of all counselors evolved into more or less "group problem-solving" experiences. Considerable attention appeared to be directed to the affective concerns of counselors, and to "sensitizing" the counselor to his/her particular work environment, and the significance of his/her role in that environment. The consultant suggested various approaches to problems, i.e., a particular test, a meeting with a parent, the organizing of a counseling group, etc. It was also stressed that the counselor was also a consultant to his/her community. Log entries suggest that the objectives of the training institution were emphasized frequently, although perhaps more emphasis was placed on the counselor's particular interpretation of these objectives. Of particular importance, is that the consultant commented extensively on the reciprocity of learning for himself–that he felt his understanding of the role of the counselor was greatly enriched. There was, perhaps, a bit less dialogue between consultant and school administration than planned for.

Counselor Education Program No. 2 (CEP No. 2)

This training program relied heavily upon modeling of appropriate counselor behaviors, and the consultant strategy continued with this philosophy. The consultant appears to have spent considerable time in the school building with the counselor, sitting in on group counseling and individual counseling sessions, modeling various counselor skills, including "relaxation" therapy. The consultant also spent time with staff and faculty of the schools involved, explaining the purposes of the project and of the kind of model this training program emphasized. Discussions with counselors at weekly meetings focused upon ethical considerations, assessment of community needs, program development, and problems related to specific cases the counselors were handling. In at least one instance the consultant actually did the counseling with several students as a demonstration of a particular approach. Further, on at least one occasion the consultant invited counselors back to the training institution to sit in on a lecture given by a "reality" therapist. The consultant did "tour" the communities where schools were located, since the program model does stress knowledge of the community, and the consultant strategy emphasizes the consultant's familiarity with the community's resources. Further, the consultant strategy called for use of the time-function logs and the consultant did review the logs with the consultees to plan activities for the next consultant visit.

Counselor Education Program No. 3 (CEP No. 3)

This institutional training model emphasizes "organizational intervention." A counselor prepared under this system would be optimally involved in the entire "system" of the school. The consultation strategy suggested (and was subsequently followed) that the consultant would spend considerable time meeting and maintaining dialogue with faculty and administrators in the school. Further emphasis of this model placed the counselor in the classroom "where the action is," and the consultant stressed this by modeling this objective. The consultant also followed closely another objective of the training institution, supporting psychological education, as opposed to strict one-to-one counseling activities. It appears that the consultant spent much time joining the counselor in group counseling activities, and alongside the counselor, met with faculty at lunch, in the faculty lounge, and sitting in on counselor staff meetings. Further, consistent with the original strategy developed by the consultant, major emphasis was placed upon the use and coordination of community resources. When working with the counselor, much time was utilized helping the counselor to deal with the frustrations of the school milieu, and problems that the counselor was having not with the students, but rather with the system itself. Finally, the consultant worked not with the counselor alone, but often with the entire counseling and supportive staff of the school. Overall emphasis was directed to helping the counselors view their schools in a "systems" way, while less time apparently was devoted to further training of any particular counseling skill per se.

Counselor Education Program No. 4 (CEP No. 4)

The consultation log follows the same format as the other programs, i.e., initial meetings were devoted to orienting counselors to the project purposes, and laying the groundwork for future visits. Considerable time was devoted by the consultant in subsequent meetings to observation of the counselor working in the classrooms. Where other CEP programs' consultants dealt with ongoing learning of counseling skills, this consultation appears to focus on advisory and demonstration activity, with the consultant acting more as a technical advisor to the counselors. The consultant actually administered scales to classrooms as part of a local evaluation of guidance; discussed issues facing counselors, such as sex education programs, elementary guidance program, staffing changes, communication problems between administration and counseling staffs, etc. Further, consultation (in keeping with the training institution's objectives) focused consistently on "professional" activities of counselors, such as staff reallocations, preparation of materials for professional conference presentations, and involvement of counselors in research and demonstration projects.

Counselor Time-Function Logs

A second major feature of the study was concerned with the nature of the role model actually implemented in the schools by the elementary and secondary counselors who had completed their counselor education at one of four Minnesota institutions. The second research question, therefore, sought to determine if counselors, experimental and control, spent time on functions as suggested by their counselor educators. Half of the counselors, it will be recalled, received consultation for one year from a counselor educator from their respective preparation institutions and half did not receive any such assistance. A 15% sample of the counselors' working days over a two-year period (26 days each year) were analyzed in relation to the functions performed on those days. A total of 17,294 time-function logs were collected and analyzed (6,518 year one and 10,776 year two). A selected set of 16 functions was studied with some subdivided for a total of 24 functions.* The actual percent of total counselor time was noted for each function and compared to the time proposed by each set of counselor educators for each function in question. The distribution of time across the selected functions yielded a profile which could be used to make some observations regarding the resultant role model characteristic of a particular institutional program. Comparisons were possible not only between experimental and control counselors but between counselor education programs as well. The effects of differentiated counselor role models have been analyzed and discussed elsewhere in this report (Chp. 5).

Counselor Functions From Counselor Education Program No. 1

Seven counselors, four experimentals and three** controls, participated in the study from Counselor Education Program (CEP) No. 1. A total of 3,465 functions were collected (1,049 first year and 2,416 second year) and analyzed. The results of the study of the counselors' time-function logs for the two year period: the first year after training with and without consultant help, and the second year, when consultation was withdrawn for the experimental group and the no consultation status of the control group are presented in Table 5.

First Year: In examining the results the first year the experimental group's time spent on the 24 selected functions was within the suggested range on all but three functions: actual individual counseling time (35%) was lower than proposed time, consultation time (17%) was higher and time spent on clerical activities (7%) was higher than the suggested time. This means 88% of the functions were implemented within the ± 5% limits. It is interesting that the control group's role model profile revealed similar results (88% implemented) with lower than proposed time on individual counseling (30%), and higher than proposed time both on consultation (21%) and clerical tasks (8%).

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*For additional detailed information on various aspects of the counselor functions studied consult Appendix C.

**A fourth control counselor took another job (in Alaska) at the end of the first year.

Table 5
Distribution of Counselor Time Across Selected Functions Counselors From Counselor Education Program No. 1 Experimental and Control Groups Both Years (in percent)

Function	Proposed time	Experimental—1st year N=4	Experimental—2nd year N=4	Control—1st year N=4	Control—2nd year N=3
Individual counseling	45	35*	30*	33*	40
Group counseling	10	11	5	11	7
Consulting with others (teachers, parents, specialists)	10	17*	21*	17*	21*
Process Observation	2	0	1	0	+
Behavior modification	2	0	2	2	+
In-service (teachers' meetings, workshops, etc.)	2	0	1	3	2
Developmental classroom guidance units	2	2	3	5	2
Orientation of students (new students, career days, college-vocational information)	5	4	9	6	5
Testing	3	7	5	4	4
Placement (includes course selection)	3	2	4	2	1
Referral					
To other in-school services	5	1	+	+	+
To services outside of school	5	2	1	+	+
Recording and Reporting					
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	2	1	+	1	1
Compiled or wrote report for teachers, administrators, a publication, diary or log	3	3	2	5	4
Worked on a guidance research report	2	0	0	0	+
Planned personal work schedule	2	4	2	1	2
Research					
Worked on a survey of students in school regarding interests, needs, plans, etc.	1	1	+	0	1
Worked on a follow-up study on out-of-school youth	1	0	1	0	+
Worked on an evaluation of guidance effectiveness	1	1	0	0	+
Worked on an evaluation of curriculum	1	0	0	0	1
Other Professional Functions					
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	2	1	4	3	2
Taking a college course for credit	0	0	0	0	0
Read professional literature (books and/or journals) for general knowledge	0	1	1	0	1
Clerical					
Filed, typed or recorded data on school records or scored tests	0	7*	8*	7*	6*

+ Less than .05% of total time

* The actual time was above (+) or below (−) 5% of the time proposed by the counselor educator from this institution

Second Year: In examining the results of the second year's time-function log data collection the control group's role model came closer to the proposed model by one more function (individual counseling 40% actual and 45% suggested).

Both the experimental and control groups from CEP No. 1 implemented the proposed counselor role model rather well—88% the first year and second year (21 of the 24 functions) for the experimental group and 88% and 92% for this control group giving the control group a slight edge the second year.

Counselor Functions From Counselor Education Program No. 2

Eight counselors, four experimentals and four controls participated in the study from Counselor Education Program (CEP) No. 2. A total of 3,687 functions were collected, (1,126 first year and 2,561 second year) and analyzed. The results of the analysis for both experimental and control groups are presented in Table 6.

First Year: In reviewing the first year's results of CEP No. 2 the experimental group's energies were distributed within the suggested time range on 20 of the 24 functions. Actual time was higher than proposed time in consulting (13%), placement (7%), and clerical functions (10%). Individual counseling time was considerably less than the recommended time, 29% rather than 50%. Eighty-three per cent of the functions were implemented by the experimental counselors. The control group's profile was similar with less than recommended time on individual counseling (39%), and higher on both consultation (15%) and clerical tasks (15%). Instead of placement higher time the control group the first year was higher than proposed time on developmental classroom guidance, 8% rather than 0%. The control counselors also implemented 83% of the role model.

Second Year: The second year results of the experimental group reveal that the profile was the same as the first year except group counseling time (15%) was higher than proposed time resulting in a profile whereby 20 of the 24 (83%) functions were within the recommended range. The control group the second year remained the same except that developmental classroom guidance functions (2%) decreased to within the suggested range. The control group implemented the model in 21 of the 24 (88%) functions, again slightly edging the experimental group in conforming to the proposed role model.

Counselor Functions From Counselor Education Program No. 3

Six women counselors, three experimentals and three controls participated in the study from Counselor Education Program (CEP) No. 3. A total of 3,234 functions were collected and analyzed in the 15% sample working days over the two years. The first year 954 functions were studied and 2,280 the second year. Counselor educators associated with this program did not recommend any time for the 24 functions pointing out counselors were informed during their preparation that one of their

TABLE 6
DISTRIBUTION OF COUNSELOR TIME ACROSS SELECTED FUNCTIONS COUNSELORS FROM COUNSELOR EDUCATION PROGRAM NO. 2 EXPERIMENTAL AND CONTROL GROUPS BOTH YEARS
(in percent)

Function	Proposed time	Experimental—1st year N = 4	Experimental—2nd year N = 4	Control—1st year N = 4	Control—2nd year N = 4
Individual counseling	50	29*	28*	39*	34*
Group counseling	6	10	15*	3	5
Consulting with others (teachers, parents, specialists)	5	13*	18*	15*	15*
Process Observation	0	1	3	1	1
Behavior modification	0	1	+	1	+
In-service (teachers' meetings, workshops, etc.)	7	3	4	2	2
Developmental classroom guidance units	0	2	2	8*	2
Orientation of students (new students, career days, college-vocational information)	3	6	5	3	8
Testing	5	4	1	3	4
Placement (includes course selection)	1	7*	2	2	4
Referral					
To other in-school services	1	0	+	0	+
To services outside of school	1	0	+	0	+
Recording and Reporting					
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	3	3	2	1	1
Compiled or wrote report for teachers, administrators, a publication, diary or log	3	2	3	4	3
Worked on a guidance research report	1	0	1	0	1
Planned personal work schedule	2	2	+	5	4
Research					
Worked on a survey of students in school regarding interests, needs, plans, etc.	3	1	1	1	+
Worked on a follow-up study on out-of-school youth	1	0	0	1	+
Worked on an evaluation of guidance effectiveness	0	0	+	0	+
Worked on an evaluation of curriculum	0	0	+	0	1
Other Professional Functions					
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	3	5	1	3	4
Taking a college course for credit	0	0	0	0	0
Read professional literature (books and/or journals) for general knowledge	1	1	1	1	2
Clerical					
Filed, typed, processed or recorded data on school records or scored tests	3	10*	11*	15*	9*

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* The actual time was above (+) or below (–) 5% of the time proposed by the counselor educators from this institution

+ Less than .05% of total time

responsibilities was to use counselor perception of local needs as a guide to individual role decisions. Therefore, each of the six counselors was contacted by the project director about six weeks after the school year started for their estimate as to how their time should be spent across the 24 functions in meeting the guidance needs in their particular schools. The results of the six counselors from this program are shown in Tables 7-11.

First Year: Counselor A's analysis (Table 7) is based on 252 functions. This experimental counselor was within the suggested model profile on 21 out of the 24 functions. The counselor was above (27%) the suggested time of 17% for consultations, high on clerical (18%) and low (3%) on the 10% proposed time for behavior modification. The role implementation rate was 88%.

Counselor B, a control counselor, performed 115 functions during the first year sample period. Twenty of the 24 functions (Table 8) were within the suggested time frame for an 83% implementation rate. The individual counseling time (20%) and group counseling time (37%) was higher than the proposed percent of time, 10% and 30% respectively. Consulting time (16%) was higher than planned (10%). Participating in professional meetings, workshops, etc., was 15% or higher than proposed (5%).

Counselor C, another experimental counselor, performed 147 functions during the sample period and her actual time-function profile was within the suggested range on 22 out of 24 functions (Table 9). Individual counseling time was higher (33%) than the proposed 15% of total time and consulting time (17%) was also higher (10%). The role model implementation rate was 92%.

Counselor D, a control counselor, performed 182 functions during the first year sample period. The actual time (Table 10) was spent within the proposed time frame on 19 of the 24 functions producing a 79% implementation rate. Higher time was devoted to individual counseling (31%) and consulting (27%) where only 25% and 15% respectively were planned. Placement time of 9% was higher also than planned (1%). Time on group counseling (7%) and compiling reports (4%) was lower than estimated, 15% and 10% respectively.

Counselor E, the third experimental counselor's time-function analysis (Table 11) was based on 116 functions and the actual time was within the suggested model profile on 21 of the 24 functions yielding an 88% role model implementation rate. She spent higher time (22%) than she expected on consulting (15%). Higher time was also the case with in-service activities (11%) where she estimated 1% of her time would be spent. Less time was spent in group counseling (11%) than was proposed (20%).

Counselor F, the third control counselor, performed 142 functions during the first year's sample period. This counselor was within the estimated role model (Table 12) profile on 18 of the 24 functions, which means a 75% implemented role model. She spent less time (28%) than she expected on individual counseling (37%). This was also true of testing, 1%

TABLE 7
DISTRIBUTION OF TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 3 BY EXPERIMENTAL COUNSELOR "A" BOTH YEARS
(in percent)

Function	Proposed time—1st year	Actual time—1st year	Proposed time—2nd year ***	Actual time—2nd year
Individual counseling	17	18	13	18
Group counseling	12	13	17	11*
Consulting with others (teachers, parents, specialists)	17	27*	13	26*
Process Observation	3	1	0	1
Behavior modification	10	3*	11	10
In-service (teachers' meetings, workshops, etc.)	1	2	8	6
Developmental classroom guidance units	0	1	4	3
Orientation of students (new students, career days, college-vocational information)	1	0	5	3
Testing	0	0	4	3
Placement (includes course selection)	5	4	4	4
Referral				
To other in-school services	5	1	2	1
To services outside of school	2	1	1	+
Recording and Reporting				
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	4	4	1	2
Compiled or wrote report for teachers, administrators, a publication, diary or log	0	1	0	1
Worked on a guidance research report	0	1	1	0
Planned personal work schedule	0	1	1	2
Research				
Worked on a survey of students in school regarding interests, needs, plans, etc.	0	1	1	1
Worked on a follow-up study on out-of-school youth	0	0	0	+
Worked on an evaluation of guidance effectiveness	2	0	2	+
Worked on an evaluation of curriculum	2	0	1	1
Other Professional Functions				
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	1	3	1	5
Taking a college course for credit	**	0	0	0
Read professional literature (books and/or journals) for general knowledge	1	0	1	2
Clerical				
Filed, typed, processed or recorded data on school records or scored tests	0	18*	0	1

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* Actual time was above (+) or below (−) 5% of proposed time

** Done outside of school time

*** Changed school second year

+ Less than .05% of total time

TABLE 8

DISTRIBUTION OF TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 3 BY CONTROL COUNSELOR "B" BOTH YEARS

(in percent)

Function	Proposed time	Actual time - 1st year	Actual time - 2nd year
Individual counseling	10	20*	15
Group counseling	30	37*	16*
Consulting with others (teachers, parents, specialists)	10	16*	47*
Process Observation	5	1	2
Behavior modification	5	4	4
In-service (teachers' meetings, workshops, etc.)	5	+	3
Developmental classroom guidance units	5	1	5
Orientation of students (new students, career days, college-vocational information)	0	1	1
Testing	0	0	0
Placement (includes course selection)	0	0	0
Referral			
To other in-school services	5	+	0
To services outside of school	5	3	2
Recording and Reporting			
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	0	0	+
Compiled or wrote report for teachers, administrators, a publication, diary or log	2	0	2
Worked on a guidance research report	0	0	0
Planned personal work schedule	2	2	0
Research			
Worked on a survey of students in school regarding interests, needs, plans, etc.	5	+	0
Worked on a follow-up study on out-of-school youth	0	0	0
Worked on an evaluation of guidance effectiveness	5	+	0
Worked on an evaluation of curriculum	0	0	0
Other Professional Functions			
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	5	15*	2
Taking a college course for credit	**	0	0
Read professional literature (books and/or journals) for general knowledge	**	0	0
Clerical			
Filed, typed, processed or recorded data on school records or scored tests	1	3	0

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* Actual time is above (+) or below (–) 5% of proposed time

** Done outside of school time

+ Less than .05% of total time

TABLE 9

DISTRIBUTION OF TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 3 BY EXPERIMENTAL COUNSELOR "C" BOTH YEARS (in percent)

Function	Proposed time	Actual time – 1st year	Actual time – 2nd year
Individual counseling	15	33*	39*
Group counseling	10	7	10
Consulting with others (teachers, parents, specialists)	10	17*	33*
Process Observation	5	6	1
Behavior modification	0	0	+
In-service (teachers' meetings, workshops, etc.)	10	6	4*
Developmental classroom guidance units	0	0	1
Orientation of students (new students, career days, college-vocational information)	5	5	6
Testing	5	4	3
Placement (includes course selection)	5	0	0*
Referral			
To other in-school services	5	+	0*
To services outside of school	5	3	0*
Recording and Reporting			
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	5	1	0*
Compiled or wrote report for teachers, administrators, a publication, diary or log	5	4	1
Worked on a guidance research report	0	0	0
Planned personal work schedule	0	1	1
Research			
Worked on a survey of students in school regarding interests, needs, plans, etc	3	0	0
Worked on a follow-up study on out-of-school youth	2	0	0
Worked on an evaluation of guidance effectiveness	0	+	0
Worked on an evaluation of curriculum	0	0	0
Other Professional Functions			
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	5	2	3
Taking a college course for credit	**	0	0
Read professional literature (books and/or journals) for general knowledge	**	0	0
Clerical			
Filed, typed, processed or recorded data on school records or scored tests	5	1	+

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* Actual time is above (+) or below (—) 5% of proposed time

** Done outside of school time

+ Less than .05% of total time

TABLE 10

DISTRIBUTION OF TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 3 BY CONTROL COUNSELOR "D" BOTH YEARS (in percent)

Function	Proposed time	Actual time—1st year	Actual time—2nd year
Individual counseling	25	31*	18*
Group counseling	15	7*	6
Consulting with others (teachers, parents, specialists)	15	27*	30*
Process Observation	3	0	+
Behavior modification	1	0	+
In-service (teachers' meetings, workshops, etc.)	2	3	2
Developmental classroom guidance units	1	0	+
Orientation of students (new students, career days, college-vocational information)	1	6	1
Testing	1	0	1
Placement (includes course selection)	1	9*	9*
Referral			
To other in-school services	5	2	1
To services outside of school	1	3	+
Recording and Reporting			
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	5	3	1
Compiled or wrote report for teachers, administrators, a publication, diary or log	10	4*	8
Worked on a guidance research report	1	0	0
Planned personal work schedule	5	2	3
Research			
Worked on a survey of students in school regarding interests, needs, plans, etc.	1	0	1
Worked on a follow-up study on out-of-school youth	0	0	+
Worked on an evaluation of guidance effectiveness	5	+	+
Worked on an evaluation of curriculum	0	0	0
Other Professional Functions			
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	0	0	1
Taking a college course for credit	**	0	0
Read professional literature (books and/or journals) for general knowledge	1	2	1
Clerical			
Filed, typed, processed or recorded data on school records or scored tests	1	1	15*

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* Actual time is above (+) or below (−) 5% of proposed time

** Done outside of school time

+ Less than .05% of total time

instead of 8%. Higher time was spent in group counseling (19%) where it was estimated to be 8%. Consulting time was also higher, 21% instead of 2%. Five percent of the time was spent in developmental classroom guidance where it was suggested that no time would be spent. Time spent in planning the personal work schedule (7%) was higher than the proposed 1%.

Second Year: Experimental counselor A's analysis (Table 7) was based on 316 functions. This counselor moved the second year so her comparisons are based on a new school proposed time-function distribution model. The actual time was within the proposed time-function distribution on 22 of the 24 functions yielding a 92% role model implementation level. More time was spent in consultation activities (26%) than proposed (13%). The group counseling time (11%) was less than expected (17%).

Control counselor B performed 166 functions as a part-time (5/7) counselor. Actual time (Table 8) was spent within proposed ranges on 22 out of 24 functions revealing a 92% implementation level of the role model. Consulting with others (47%) was much higher than the 10% proposed but the group counseling time (16%) was less than the 30% suggested.

Experimental counselor C performed 311 functions during the sample period and distributed the time (Table 9) on 17 of the 24 functions as proposed yielding a 71% role model implementation rate. Actual time was higher than proposed time on individual counseling 39% instead of 15%. This was also the case with consultation where 33% was spent rather than 10%. In-service time with staff (4%) was less than anticipated (10%). No time was spent on placement, in and out of school referrals, and compiling information for the cumulative records where 5% of time was proposed on each.

Control counselor D performed 269 functions and was within the proposed time-function range (Table 10) on 20 out of 24 functions yielding a role model implementation level of 83%. Less time was spent (18%) in individual counseling than proposed (25%) whereas more time was spent (30%) in consultation than was suggested (15%). Time in placement and course registration (9%) was also higher than the 1% proposed. The time in clerical type activities was higher (15%) than proposed (1%).

Counselor E, the third experimental person, performed 497 functions during the second year sample period. This counselor was within the proposed time-function distribution (Table 11) on 22 of the 24 functions resulting in a 92% role model implementation rate. Individual counseling time (39%) was higher than the proposed 30% whereas group counseling time (11%) was less than the 20% proposed time.

Counselor F, the third control counselor, performed 721 functions during the second year sample period and was within the proposed time-function range (Table 12) on 23 out of the 24 functions studied indicating a 96% level of role model implementation. Time spent in consultation, 25%, was considerably higher than the 2% proposed.

TABLE 11

DISTRIBUTION OF TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 3 BY EXPERIMENTTAL COUNSELOR "E" BOTH YEARS

(in percent)

Function	Proposed time	Actual time - 1st year	Actual time - 2nd year
Individual counseling	30	26	39*
Group counseling	20	11*	11*
Consulting with others (teachers, parents, specialists)	15	22*	19
Process Observation	3	2	1
Behavior modification	2	5	1
In-service (teachers' meetings, workshops, etc.)	1	11*	5
Developmental classroom guidance units	2	0	3
Orientation of students (new students, career days, college-vocational information)	3	7	4
Testing	3	1	0
Placement (includes course selection)	2	2	3
Referral			
To other in-school services	0	0	[illegible]
To services outside of school	2	0	0
Recording and Reporting			
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	5	4	2
Compiled or wrote report for teachers, administrators, a publication, diary or log	0	1	1
Worked on a guidance research report	0	1	0
Planned personal work schedule	2	2	2
Research			
Worked on a survey of students in school regarding interests, needs, plans, etc.	2	0	0
Worked on a follow-up study on out-of-school youth	0	0	0
Worked on an evaluation of guidance effectiveness	3	0	0
Worked on an evaluation of curriculum	1	1	1
Other Professional Functions			
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	3	0	4
Taking a college course for credit	**	0	+
Read professional literature (books and/or journals) for general knowledge	1	0	6
Clerical			
Filed, typed, processed or recorded data on school records or scored tests	0	4	0

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* Actual time is above (+) or below (−) 5% of proposed time

** Done outside of school time

+ Less than .05% of total time

TABLE 12

DISTRIBUTION OF TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 3 BY CONTROL COUNSELOR "F" BOTH YEARS

(in percent)

Function	Proposed time	Actual time—1st year	Actual time—2nd year
Individual counseling	37	28*	34
Group counseling	8	19*	10
Consulting with others (teachers, parents, specialists)	2	21*	25*
Process Observation	3	2	3
Behavior modification	2	3	2
In-service (teachers' meetings, workshops, etc.)	3	0	3
Developmental classroom guidance units	0	5*	2
Orientation of students (new students, career days, college-vocational information)	8	1*	8
Testing	3	3	1
Placement (includes course selection)	1	5	2
Referral			
To other in-school services	1	0	2
To services outside of school	1	0	+
Recording and Reporting			
Dictated or wrote notes on material from counseling, conference, observation, etc., which may become part of the cumulative record	1	1	0
Compiled or wrote report for teachers, administrators, a publication, diary or log	2	3	2
Worked on a guidance research report	3	0	1
Planned personal work schedule	1	7*	4
Research			
Worked on a survey of students in school regarding interests, needs, plans, etc.	0	0	1
Worked on a follow-up study on out-of-school youth	0	0	0
Worked on an evaluation of guidance effectiveness	0	0	0
Worked on an evaluation of curriculum	0	0	0
Other Professional Functions			
Attended and/or participated in a professional meeting (professional association, workshops, etc.)	2	1	2
Taking a college course for credit	**	0	0
Read professional literature (books and/or journals) for general knowledge	1	0	0
Clerical			
Filed, typed, processed or recorded data on school records or scored tests	1	1	0

---

* Actual time is above (+) or below (−) 5% of proposed time

** Done outside of school time

+ Less than .05% of total time

Counselor Functions From Counselor Education Program No. 4

Eight counselors, four experimentals and four control, participated in the project for Counselor Education Program No. 4. This program was the only elementary school counselors group in the study. The first year's analysis was based on 3389 functions while 3519 were collected and studied the second year. The results are presented in Table 13.

First Year: The experimental group spent time across 22 of the 24 selected functions (Table 13) in a manner close to the suggested profile except actual time in consultation (40%) was very much higher than the proposed time (15%) and developmental classroom guidance was down (17%) compared to the recommended time (25%). The control group revealed a similar profile with 30% actual time spent in consultation rather than 15%. Group counseling time was less (4%) than the proposed time (10%).

Second Year: The experimental group's function profile (Table 13) was similar to the first year except that actual developmental classroom guidance time dropped lower (13%) compared to the suggested time (25%). As with the first year, consultation time (34%) was up over the proposed time (15%). Control group counselors the second year were within the suggested role model profile on all except higher time (35%) in consultation functions. Suggested time on this function was 15%.

The first year both counselor groups were the same in their level of model implementation with 22 out of 24 functions within the time limits yielding a 92% level. The second year the control group came a little closer with an additional function producing a 96% level of implementation.

Counselor Consultation Contacts Studied Further

The first year both experimental and control elementary school counselors spent much higher time than proposed in consultation activities. They spent 40% and 30% respectively whereas the proposed time was only 15%. The follow-up year both counselor groups spent about 35% of their time in consultation activities. In an effort to study what the consultations were about the second year or follow-up year the counselors were asked to make notes in the notation box on each log sheet whenever consultation functions were performed on the days sampled for study. All log sheets coded as consultation functions were examined by hand and classified into one of five categories as set forth in Table 13a.

In examining the results it can be seen that major differences between experimental and control counselors were in two of the five categories. The experimental counselors spent a higher per cent of consultation contacts (60%) than controls (49%) dealing with remedial type of school concerns such as underachievement, adjustment problems, attendance, child-adult relationships, health problems, etc. The control counselors on the other-hand spent a higher per cent of consultation contacts (23%) than experimentals (13%) in developmental guidance activities such as teacher in-service, human relations, curriculum, teaching methods, learning theory, class goals and progress, parent involvement, etc.

TABLE 13

DISTRIBUTION OF ELEMENTARY SCHOOL COUNSELOR TIME ACROSS SELECTED FUNCTIONS COUNSELOR EDUCATION PROGRAM NO. 4 EXPERIMENTAL AND CONTROL GROUPS BOTH YEARS

(in percent)

Function	Proposed time	Experimental - 1st year N = 4	Experimental - 2nd year N = 4	Control - 1st year N = 4	Control - 2nd year N = 4
Individual Counseling	5	9	10	8	7
Group Counseling	10	5	11	4*	7
Developmental Guidance Units	25	17*	13*	24	26
Behavior Modification	3	1	2	1	2
Consultation--conference (a meeting which teacher(s), parents, etc.; case conferences, etc.)	15	40*	34*	30*	35*
In-service	5	3	6	7	4
Pupil Placement	2	+	+	1	+
Testing	2	+	2	5	3
Made Actual Referral					
To other services in school (health, social work, school psychology, speech, etc.)	3	1	+	+	+
For services not offered in school	2	1	+	+	+
Recording and Reporting					
Includes dictation or writing of notes or material from counseling, conference, observation of students etc., which may become part of the cumulative record					
Writing reports but not for student record (includes log, diary, or adm. reports)	8	12	9	8	6
Planned Personal Work Schedule	3	2	3	2	2
Professional Improvement					
Studies professional literature for general knowledge	2	1	+	1	1
Attended professional meeting	2	5	3	3	4
Attended college or in-service course	2	0	2	1	0
Studied reference works (books, articles, charts) to better understand nature or best action related to a specific problem or need	3	1	1	2	1
Analyzed data about pupil(s)					
Analyzed data about pupil (may be performed alone) Analyzed data about groups (tests, marks, ratings, referral problems)	5	1	2	2	1
Clerical					
Filed, typed, processed or recorded data on school records or scored tests	3	1	2	1	1

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* The actual time was above (+) or below (−) 5% of the time proposed by the counselor educators from this institution

+ Less than .05%

Smaller differences occurred when experimental counselors spent 21% of consultation contacts in guidance program planning activities whereas the controls spent 17% in such activities. Control counselors spent 8% of consultation contacts in special education activities over the experimentals who spent 5% in such tasks. The control counselors spent 3% of consultation contacts relative to drug, health, and/or environmental education activities whereas the experimentals spent 1% in this category.

Table 13a

Type of Consultation Contact by Elementary School Counselors, Experimental and Control Groups, Follow-up Year

(N = 8)

Category	Occurrence (in percent)	
	Experimental	Control
I. Educational problems, underachievement, adjustment problems, behavior modification, placement, tutoring, staffing, attendance, pupil-teacher (or parent) relations, health problems, etc.	60	49
II. Developmental guidance activities, teacher in-service, human relations, curriculum, teaching methods, learning theory, parent involvement, class goals and progress, etc.	13	23
III. Guidance program planning, coordination, testing, etc., (primarily performed with other special services staff or principal).	21	17
IV. Special education planning, evaluation, etc.	5	8
V. Drug, health or environmental education	1	3
	100	100

Degree of Role Model Implementation-Experimental and Control Groups Across all Programs

Combining the separate results of all four counselor education programs and examining them across both experimental and control groups (Table 14) it can be seen that the first year there was no difference between experimental and control groups except with Preparation Program No. 3 the experimental counselors reached a fuller level of implementation. The second year the control counselors in all four counselor education programs came a little closer to the proposed role model profiles than the experimental counselors.

Table 14

Degree of Role Model Implementation By Counselor Education Program, Experimental and Control Groups

Counselor Education Program	Year	Experimental	Control	Degree	Group Closest to Proposed Model
1	1	(21/24) 88%	(21/24)	88%	Same
	2	(21/24) 88%	(22/24)	92%	C
2	1	(20/24) 83%	(20/24)	83%	Same
	2	(20/24) 83%	(21/24)	88%	C
4	1	(22/24) 92%	(22/24)	92%	Same
	2	(22/24) 92%	(23/24)	96%	C
3	1	(21/24) 88%			
Counselor A	2	(22/24) 92%			
3	1		(20/24)	83%	First Year Experimental Closer with an average of 89% over 79%.
Counselor B	2		(22/24)	92%	
3	1	(22/24) 92%			Second Year Control Closer with an average of 90% over 85%.
Counselor C	2	(17/24) 71%			
3	1		(19/24)	79%	
Counselor D	2		(20/24)	83%	
3	1	(21/24) 88%			
Counselor E	2	(22/24) 92%			
3	1		(18/24)	75%	
Counselor F	2		(23/24)	96%	

Counseling Style of Counselors

The third research question was concerned with the nature of the counseling style of the counselors. The nature of the counseling style also provides additional clues as to the kind of model implemented by the counselors: It will be recalled from Chapter 3 that three samples of counseling tapes were collected (spring 1971, fall 1972, and spring 1973). This series of ten tapes was based on four, three, and three counseling tape samples respectively. The middle 20 minute segment of each tape was analyzed (both pupil and counselor response) and coded by a trained rater according to the Hill Interaction Matrix. This instrument assesses the quality of interaction in psychotherapy groups and it was judged that such an analysis would be of value to determine how close counselors came to the interaction profile suggested by the counselor preparing institutions. An examination of each counselor preparing institution's statement of objectives (Appendix A) suggests that an "ideal" relationship style for graduates of these programs would tend to fall in the following HIM categories: personal/speculative (D-III); personal/confrontive (D-IV); relationship/speculative (E-III); and relationship/confrontive (E-IV).

The Hill Interaction Matrix was scored by pooling the frequency counts of the interviews for each counselor. The scores for each counselor thus formed a vector of 16 scores, one score for each of the cells in the matrix. Denoting the vector for counselor i by $X_i^T = (X_{i_1}, X_{i_2}, \ldots, X_{i_m})$. The vector was then normalized to unit length by the transformation $Y_{ij} = \frac{X_{ij}}{\sqrt{\sum_{j=1}^{m} X_{ij}^2}}$ forming the vector $Y_i^T = (Y_{i_1}, \ldots, Y_{i_m})$. The distance, d_{ij}, between two counselors, i and j, can then be measured by the formula $d_{ij} = \sqrt{2(1 - Y_i^T Y_j}$

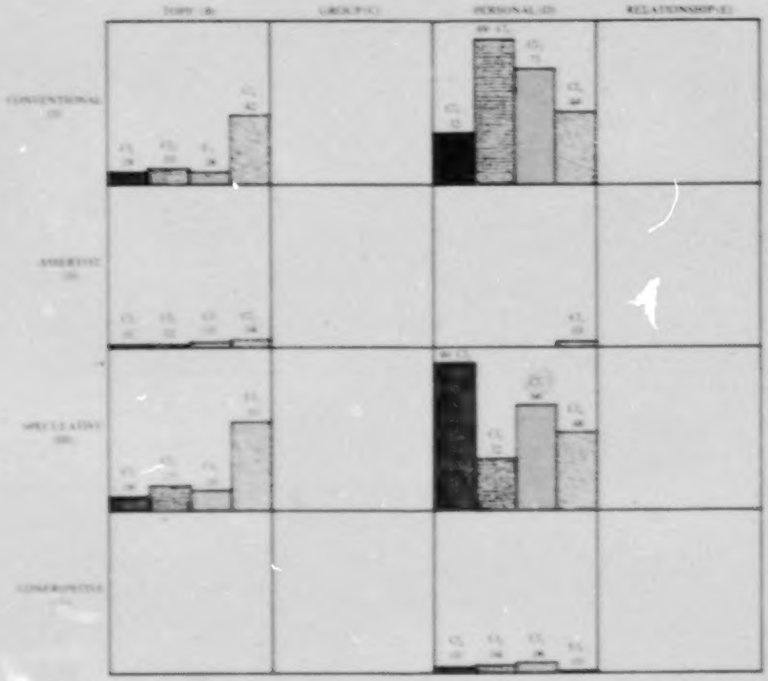
Clusters were formed by starting with the three counselors who were closest together. Each remaining counselor was tested for inclusion by computing the ratio of the average distance between him/her and the cluster to the average distance between him/her and the remaining counselors. The counselor with the smallest ratio was added to the cluster provided the ratio was less than 0.6. Otherwise, another cluster was formed. Clusters based on a single counselor were dropped. The results of this analysis are presented in Figures 1-6.

Analysis of Counseling Sample No. 1.

An analysis of *Counselor responses* of tape sample 1 (Figure 1) yielded four clusters falling primarily in six of the sixteen categories. The four cluster profiles in general revealed a preponderance of interaction (from the counselor's side) to be high in the areas of personal/conventional (D-I) and personal/speculative (D-III). Low profile measures, except for cluster 4 (which was high) were indicated in the categories of topic/conventional (B-I) and topic/speculative (B-III). Extremely low profiles were indicated on all four clusters in the remaining categories of topic/assertive (B-II) and personal/confrontive (D-IV). While the coding of counselor statements for the first tape sample fell for the most part in these six categories it must be remembered that the clusters are formed on the basis of mean distances between individual counselors on each of the categories in the cluster. The variations between the separate categorical cluster distances produces the characteristic profile of a given cluster. The profile of each cluster can be analyzed by examining the size of the decimal cell scores for the mean normalized vector for each cluster.

Figure 1
HIM Analysis of Counseling Tapes Based on Counselor Response

Tape Sample 1
(N = 26)



Cluster Counselors

Program	#1 Counselors	#2 Counselors	#3 Counselors	#4 Counselors
CEP No. 1:	O, V, P, S, Q, T, R			
CEP No. 2:	G, I, J	L, M	N	H, K
CEP No. 3:	A, B, C, F			D
CEP No. 4:		AA, EE, GG, HH	3B, FF	

Cluster #1 revealed (from the counselor's side) extremely high interaction (.90) in the area of personal/speculative (D-III) with a moderate amount (.32) of activity in personal/conventional (D-I) accompanied by small amounts (.08-02) of the following remaining interaction components: topic/conventional (B-I), topic/speculative (B-III), personal/confrontive (D-IV), and topic/assertive (B-II). Half of all the counselors in this cluster came from CEP No. 1, four from CEP No. 3, and three from CEP No. 2.

Cluster #2 yielded a very high concentration (.89) of interaction in the personal/conventional (D-I) area joined by a moderate (.32) display of interaction in personal/speculative (D-III). The remaining cluster profile components were smaller ranging in amount from .15 to .02. These included the areas of topic/speculative (B-III), topic/conventional (B-I), personal/confrontive (D-IV) and topic/assertive (B-II). This cluster consisted mostly of counselors from CEP No. 4 (4 out of 6).

Cluster #3 showed two rather high interactions of .71 in personal/conventional (D-I) and .66 in personal/speculative (D-III) areas. The remaining components in this profile ranged in amount of activity from .10 to .03 and included topic/speculative (B-III), topic/conventional (B-I), personal/confrontive (D-IV), and topic/assertive (B-II). Two of the three counselors in this cluster came from CEP No. 4.

Cluster #4 indicated that interaction to be rather closely divided (.55, .48, .44, and .42 respectively) among four major interaction areas: topic/speculative (B-III), personal/speculative (D-III), personal/conventional (D-I), and topic/conventional (B-I). Three small interaction areas remain: topic/assertive (B-II), personal/assertive (D-II), and personal confrontive (D-IV). Two of the three counselors in this cluster came from CEP No. 2.

The cluster analysis of tape sample No. 1 based on *student responses* produced three clusters with *Cluster #1* statements revealing very high (.92)* concentration in personal/conventional (D-I) responses and in descending order less frequent responses in personal/speculative (D-III), topic/speculative (B-III), topic/conventional (B-I), group/speculative (C-III), and personal/confrontive (D-IV). Six of the nine counselors in this cluster were from CEP No. 4.

Cluster #2's profile (continuing with the student's side) revealed the higher interaction peak (.87) to be in the personal/speculative (D-III) area followed by a moderate number of responses (.36) in the personal/conventional (D-I) area. Low interaction of this cluster's student responses fell in the following remaining categories: topic/speculative (B-III), topic/conventional (B-I), personal/confrontive (D-IV), group/conventional (C-I), and group/speculative (C-III). Counselors from CEP No. 1 and No. 3 made up most of this cluster.

Cluster #3's profile of student responses was about equally as great in personal/speculative (D-III) (.52) and personal/conventional (D-I) (.50) followed closely with topic/speculative (B-III) and topic/conventional (B-I) statements. The lower profile of response characteristics fell in topic/assertive (B-II), personal/confrontive (D-IV), and personal/assertive (D-II). Four of the seven counselors in this cluster came from CEP No. 2.

Analysis of Counseling Sample No. 2

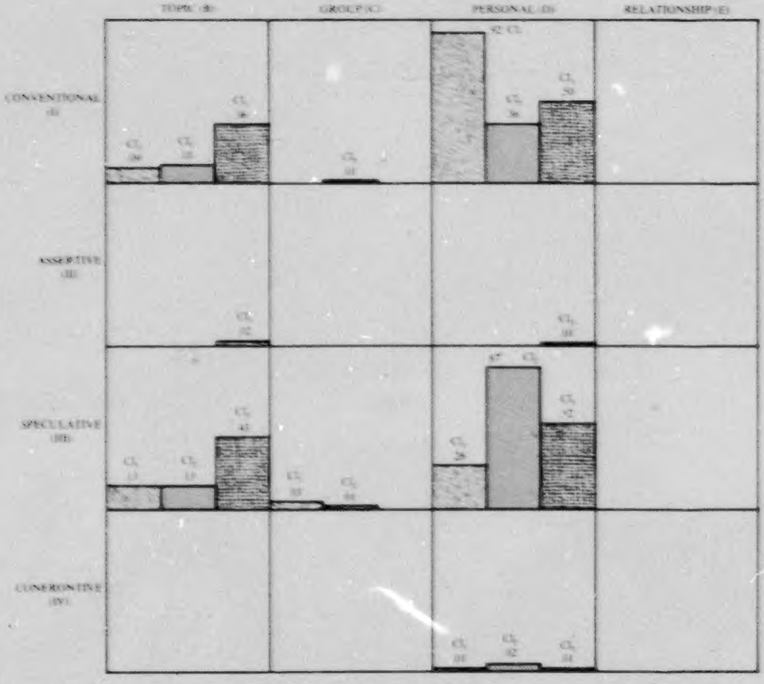
The analysis of tape sample No. 2 based on *counselor responses* (Figure 3) yielded three clusters producing profiles mostly from six categories of

Figure 2

HIM Analysis of Counseling Tapes
Based on Student Response

Tape Sample 1

(N = 26)



Cluster Counselors

Program	≠1 Counselors	≠2 Counselors	≠3 Counselors
CEP No. 1:	S, R	O, P, T, G	V, Q
CEP No. 2:	L	I, N	H, K, J, M
CEP No. 3:		A, B, C, F	D
CEP No. 4:	AA, BB, EE, FF, GG, HH		

the matrix. Cluster ≠1 and ≠2 revealed additional components in two other categories. The profile characteristics of *cluster ≠1* indicated high concentration (.94) in personal/speculative (D-III) followed by a moderate number of responses in personal/conventional (D-I) (.25) with lesser responses in topic/speculative (B-III) and topic/conventional (B-I) statements. The remaining profile characteristics indicate lower responses in personal/confrontive (D-IV) topic/confrontive (B-IV), and topic/assertive (B-II). About half of the 16 counselors in this cluster came from CEP

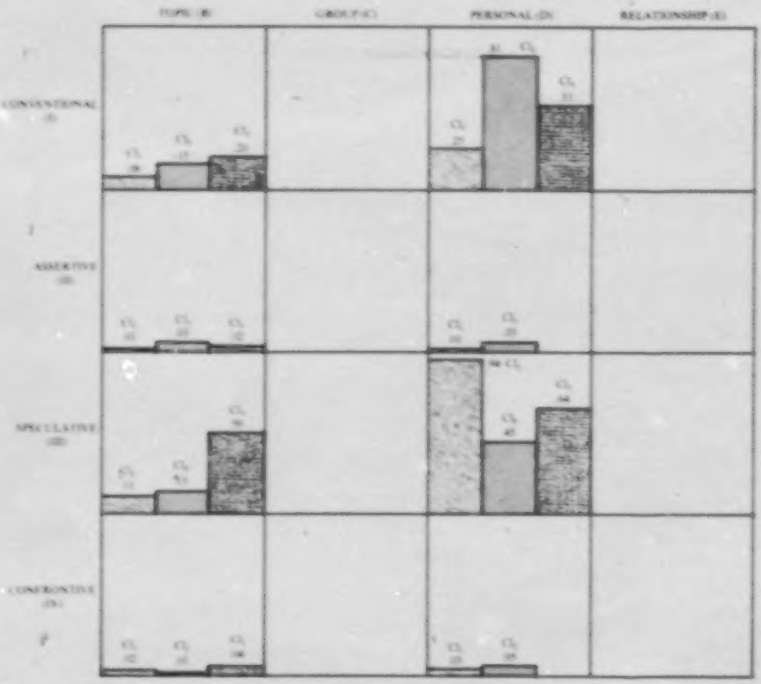
No. 1, five were from CEP No. 3, and two each from CEP No. 2 and No. 4.

Cluster #2 yielded high concentration (.81) in personal/conventional (D-I) statements followed by a moderate level interaction in personal/speculative (D-III) (.45) with small amounts of topic/convention (B-I) and topic/speculative (B-III) statements. Low number of responses were recorded in personal/confrontive (D-IV), personal/assertive (B-II), personal/assertive (D-II) and topic/confrontive (B-IV). Five of the seven counselors in this cluster were from CEP No. 4.

Figure 3

HIM Analysis of Counseling Tapes
Based on Counselor Response

Tape Sample 2
(N=27)



Cluster Counselors

Program	#1 Counselors	#2 Counselors	#3 Counselors
CEP No. 1:	O, V, S, Q, T, R, U		
CEP No. 2:	L, M	H, K	G, I, J, N
CEP No. 3:	A, B, D, E, F		
CEP No. 4:	AA, DD	CC, EE, FF, GG, HH	

Cluster #3's profile produced a fairly strong concentration of interaction (from the counselor side) in category personal/speculative (D-III) (.64) category personal/conventional (D-I) and topic/speculative (B-III) (.50). Low interactions were revealed in personal/confrontive (D-IV), topic/confrontive (B-IV) and topic/assertive (B-II). All four counselors in this cluster were from CEP No. 2.

The analysis of sample tape no. 2 according to *student responses* (Figure 4) yielded four separate clusters. *Cluster #1* showed highest concentration (.88) of interaction in the personal/speculative (D-III) category followed by a moderate amount (.35) in personal/conventional (D-I). Lower amounts were revealed in the topic/speculative (B-III), topic/conventional (B-I), group/conventional (C-I), group/speculative (C-III) and personal/confrontive (D-IV). About half of the counselors in this cluster came from CEP No. 1, five were from CEP No. 3 and two each from CEP No. 2 and No. 4.

Cluster #2 produced a very high interaction concentration (.89) in personal/conventional (D-I) with a moderate amount (.31) in personal/speculative (D-III) and a fair amount of responses in topic/conventional (B-I), and topic/speculative (B-III). Low responses in this cluster profile were in group/speculative (C-III), group/conventional (C-I), topic/assertive (B-II), personal/assertive (D-II), topic/confrontive (B-IV), and personal/confrontive (D-IV). Five of the seven counselors in this cluster came from CEP No. 4.

Cluster profile #3 produced a high amount (.65) of interaction statements in topic/speculative (B-III) followed by an almost equal amount (.49 & .51 respectively) in personal/conventional (D-I) and personal/speculative (D-III) categories. A fair amount of responses showed up in topic/conventional (B-I) followed by low amounts in group/speculative (C-III), and group/conventional (C-I) categories. All four of the counselors in this cluster came from CEP No. 2.

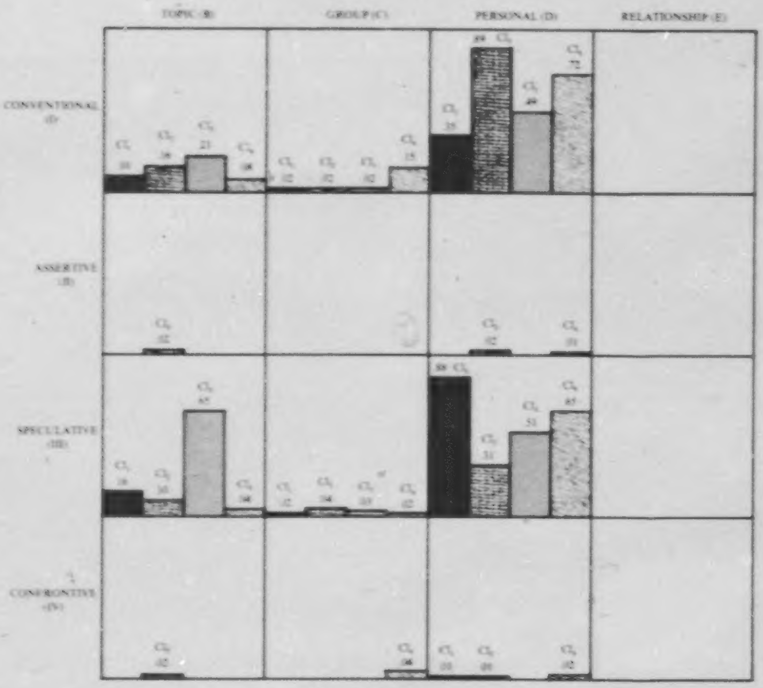
Cluster #4's profile revealed rather high concentrations (.72 & .65 respectively) in the areas of personal/conventional (D-I) and personal/speculative (D-III). Low amounts of interaction responses were in group/conventional (C-I) followed by low amounts in topic/conventional (B-I), topic/speculative (B-III), group/speculative (C-III), personal/confrontive (D-IV) and personal/assertive (D-II). The two counselors in this cluster came from CEP No. 3 and CEP No. 4.

Analysis of Counseling Sample No. 3 - the Follow-up Year

The first analysis of tape sample No. 3, the last to be collected, was based on *counselor statements* representing his/her side of the interaction. The results are presented in Figure 5. This was the sample collected one year after the consultation was provided for the experimental counselors. Three clusters emerged in the analysis and it is interesting that for the first time responses began to appear in the relationship category. *Cluster #1* revealed a very high (.91) concentration in the personal/speculative (D-III) interaction dimension and this was accompanied with a moderate level of interaction in personal/conventional (D-I). Aside from a small amount of interaction in the topic/speculative (B-III) area the remaining components were low and include: relationship/speculative (E-III), personal/confrontive (D-IV), topic/assertive (B-II), topic/conventional (B-I), relationship/conventional (E-I), relationship/assertive (E-I), and topic/confrontive (B-IV). Eight of the 12 counselors in this cluster came from CEP No. 1 and No. 4.

Figure 4
HIM Analysis of Counseling Tapes Based on Student Response

Tape Sample 2
(N=28)



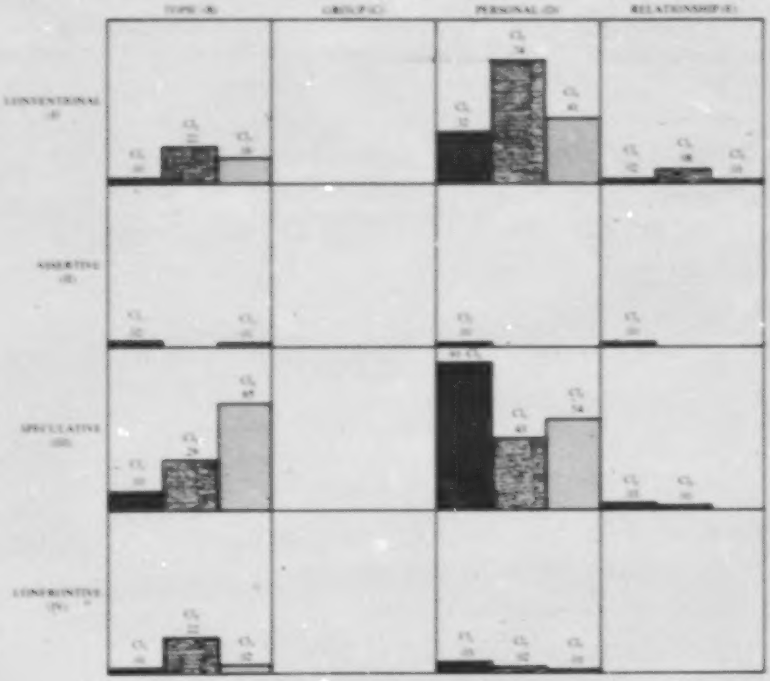
Cluster Counselors

Program	#1 Counselors	#2 Counselors	#3 Counselors	#4 Counselors
CEP No. 1:	O, V, S, Q, T, R, U			
CEP No. 2:	L, M	H, K	G, I, J, N	
CEP No. 3:	A, B, D, F			E
CEP No. 4:	AA, DD	CC, EE, FF, GG, HH		FF

Cluster #2 revealed high (.74) concentration of interaction in the area of personal/conventional (D-I) accompanied by a fair amount of activity (.43) in personal/speculative (D-III). A lesser amount of interaction showed up in topic/conventional (B-I) and topic/confrontive (B-IV). The remaining interaction components were small (.08 to .01) and include relationship/conventional (E-I), personal/confrontive (D-IV), and relationship/speculative (E-III). Six of the nine counselors in this cluster came from CEP No. 2 and 4.

Figure 5
HIM Analysis of Counseling Tapes
Based on Counselor Response

Tape Sample 3
(N = 28)



Cluster Counselors

Program	#1 Counselors	#2 Counselors	#3 Counselors
CEP No. 1:	O, S, T, R	Q, U	P, H, I
CEP No. 2:	G, M	K, L, N	J
CEP No. 3:	B, D	C	A
CEP No. 4:	AA, CC, DD, GG	BB, EE, FF	

Cluster #3 produced three rather strong interactions (.65, .54, & .41) in topic/speculative (B-III), personal/speculative (D-III), and personal/conventional (D-I). A small interaction was revealed in the topic/conventional (B-I) area which was accompanied with low interaction in the following areas: topic/confrontive (B-IV), topic/assertive (B-II), relationship/conventional (D-I), personal/confrontive (D-IV). Three of the five counselors in this cluster came from CEP No. 1.

The analysis of tape sample No. 3 according to the *student's side* of the interaction is shown in Figure 6. Three clusters resulted in this analysis, again for the first time, interaction in the relationship area was revealed. *Cluster #1* yielded rather high loadings (.71) in topic/speculative (B-III) and obvious activity (.53) in personal/conventional (D-I). There was moderate interaction (.27) in personal/speculative (D-III) with only small amounts in topic/conventional (B-I), personal/confrontive (D-IV), and topic/confrontive (B-IV). Half of the eight counselors in this cluster came from CEP No. 2.

Cluster #2 revealed high concentration (.73) in personal/conventional (D-I), rather strong (.47) interaction in personal/speculative (D-III), and moderate activity (.29) in the topic/ conventional (B-I) area. Small interaction (.05-.01) was observed in the following categories: group/conventional (C-I), group/speculative (C-III), topic/confrontive (B-IV), topic/assertive (B-II), and personal/confrontive (D-IV). Half of the ten counselors in this cluster came from CEP No. 4.

Cluster #3 based on the students' side of the interaction yielded a very large interaction (.88) dimension in the personal/speculative (D-III) area with a fair amount of activity (.39) in the area of personal/conventional (D-I). The remaining smaller profile components ranged in amount of activity from .12-.01 and included the following areas: topic/speculative (B-III), topic/conventional (B-I), group/speculative (C-III), personal/confrontive (D-IV), relationship/speculative (E-III), and topic /confrontive (B-IV). Four of the ten counselors in this cluster came from CEP No. 1 and the other six came two each from CEP Nos. 2, 3, and 4.

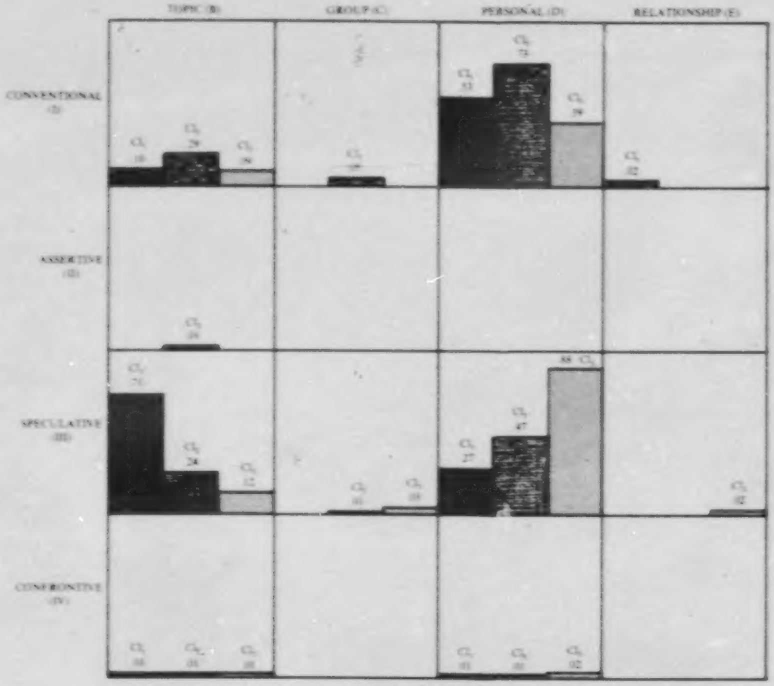
Identification of Counselors Who Functioned with Students Closest to the Ideal Counseling Relationship

It was pointed out earlier that from an examination of each of the four program objectives it was judged that counselors who implemented the institutional programs fully would probably be functioning, so far as counseling is concerned, in the lower right-hand quadrant of the Hill Interaction Matrix. This would mean that the interaction statements of both counselor and students would be showing up, if they were functioning as expected, with considerable frequency in the four categories of personal/speculative (D-III), personal/confrontive (D-IV), relationship/speculative (E-III), and relationship/confrontive (E-IV).

In studying the various cluster analyses most of all the counselors at one time or another did make statements which could be classified in one of these four categories, primarily in the personal/speculative (D-III) area. It was judged important to identify those counselors who came closest to the ideal student-counselor relationship. It seemed reasonable to identify those counselors whose cluster profiles revealed characteristics predominantly in these four areas on all three sets of counseling tape samples. For the most part this meant the counselors whose cluster profile showed highest interaction in the personal/speculative (D-III) since interaction in the other three desired areas was generally low and only in the third tape sample did interaction begin to show up in the relationship

Figure 6
HIM Analysis of Counseling Tapes
Based on Student Response

Tape Sample 3
(N = 28)



Cluster Counselors

Program	#1 Counselors	#2 Counselors	#3 Counselors
CEP No. 1:	P, U	Q, K	O, S, T, R
CEP No. 2:	H, I, L, J	N	G, M
CEP No. 3:	C	B, F	D, E,
CEP No. 4:	EE	BB, CC, DD, FF, HH	HH, GG

category. There were six clusters in all which had characteristic profiles identifiable in this manner.

An examination of all six cluster profiles from the three tape samples identified all the counselors whose statements (and their students) fell in this quadrant. The results are presented in Table 15. Their respective institutional programs are also noted. A summary of the frequency with

Table 15

Distribution of Counselors (and their students) Who Functioned Closest to the Ideal Interaction Counseling Style

TAPE	CLUSTER	Counselor Preparation Program 1	2	3	4
Sample #1	#1 (counselors)	O V P S Q T R	G I J	C B F A	
	#2 (students)	O P T	G I N	C B F A	
Sample #2	#1 (counselors)	O V S Q T R U	L M	B F A D E	AA DD
	#1 (students)	O V S Q T R U	L M	B F A D	AA DD
Sample #3	#1 (counselors)	O S T R	G M	B D E	AA CC DD GG HH
	#3 (students)	O S T R	G M	D E	AA GG

which these individuals showed up in the "nearest-to-the-ideal" clusters is presented in Table 16. Experimental and control distributions as well as institutional programs are also identified.

In studying the preparation programs it is noted that all of the counselors from Counselor Education Program No. 1 (100%) appeared two or more times in the more ideal cluster profiles. Six of the eight or 75% from Counselor Education Program No. 2 appeared one or more times. From Counselor Education Program No. 3 all six (100%) appeared one or more times while five of the eight counselors (63%) from Program No. 4 showed up one or more times in the six clusters.

Counselors from Counselor Education Program No. 1, with an average frequency of 3.00, revealed the highest frequency (24 times) in being included in one of the six clusters identified as the closest to the most desirable counseling style. Counselors from Program No. 3, with an average frequency of 2.83, showed up with the next highest frequency of 17. Counselors from Program No. 4, with an average frequency of 2.20, showed up in third place with a frequency count of 11 and Counselor Education Program No. 2 ranked fourth with a frequency count of 10 for an average counselor frequency of 1.66.

Table 16

Summary of Counselors (and their students)
Who Functioned Closest to the HIM Ideal
Interaction Counseling Style
All Counselor Education Programs

Counselor Preparation Programs							
1		2		3		4	
Counselors (N=8)	Frequency	Counselors (N=6)	Frequency	Counselors (N=6)	Frequency	Counselors (N=5)	Frequency
O (E)	4	G (E)	2	C (E)	2	AA (E)	4
V (C)	3	I (E)	2	B (E)	4	CC (E)	1
P (E)	2	L (C)	2	F (C)	4	DD (E)	3
S (C)	3	J (C)	1	A (E)	4	GG (C)	2
Q (E)	3	M (E)	2	D (C)	2	HH (C)	1
T (C)	4	N (C)	1	E (C)	1		
R (E)	3						
U (C)	2						
Totals							
E-12	24	E-6	10	E-10	17	E-8	11
C-12		C-4		C-7		C-3	
Average CEP Frequencies	3.00		1.66		2.83		2.20
By Group							
E-3.00		E-2.00		E-3.33		E-2.66	
C-3.00		C-1.33		C-2.33		C-1.50	

Examining the results in terms of experimental and control counselors it can be seen that from Counselor Education Program No. 1 was evenly divided (12 & 12) between the two groups in terms of their frequency in the six clusters for a group average of 3.00 each. The remaining three counselor education programs all favor the experimental counselors over the controls in terms of their frequency of functioning in the more desirable interaction style with students and others. In Program No. 2 experimental counselors showed a frequency count of 6 (2.00 average) over the 4 (1.33 average) of controls. Experimental counselors in Counselor Education Program No. 3 produced a frequency of 10 (3.33 average) over the 7 (2.33 average) of their control counterparts, and with Program No. 4 the experimental counselors yielded a frequency of 8 (2.66 average) compared to the 3 (1.50 average) of the controls.

Model Effectiveness and Related Factors

A third major aspect of the study was concerned with the effectiveness of the counselors, experimental and control, in making impact on selected student and staff hoped for guidance outcome variables. Guidance outcome variables examined included the following: elementary school teachers' perception of counselor helpfulness, elementary school staff perception of guidance functions, self-concept (primary and upper elementary grade levels), secondary students' career problem-solving, students' perception of counselor helpfulness qualities, and student ratings and responses to a set of guidance questions about counselor assistance.

A set of factors thought to be related to the nature of the model implemented by the counselor and his effectiveness was also examined and included the following: attitude of professional groups toward a set of role concepts stressed by the counselor preparing institution, attitude of professional staff toward a set of counselor tasks, interpersonal relationships orientation of the counselors and introversion-extroversion and stability-neuroticism measures of counselors.

Guidance Attitude Differential (GAD)

The fourth research question sought to examine the relationships of the attitudes of various professional groups (teachers, administrators, counselors, and counselor educators) of both the experimental and control groups toward counselor role concepts, stressed by each of the four preparing institutions. Mean ratings were computed on each institutional role concept for each professional group based on its average value of six scales of a semantic differential (Appendix B).

It will be recalled that each institution identified its own program objectives (Appendix A). From these lists the associate director identified a set of role concepts judged to represent the major aspects of the program objectives. Results of this analysis are presented in tables 17-20.

Guidance Attitude Differential CEP No. 1

1. This secondary preparation program was represented by 16 role

concepts derived as noted above from a list of objectives identified by the counselor education staff as encompassing the majority of their training emphases (Appendix B). First and second year mean score comparisons were conducted and the three highest and three lowest mean score designations (most and least favorable attitudes) selected for consideration. See Table 17. Guidance attitudes of the following professional groups were examined, experimental and control: teachers, administrators, counselors and counselor educators.

Experimental Counselor Schools (Secondary)

The *teachers* in this group (Table 17) the first year gave strongest support (5.92-5.86) to: a) counselor mature judgement and self-control; b) his/her commitment to students; and c) the quality of his/her interper-

Table 17

Mean Ratings and Rank Order Assessment of Professional Attitudes Toward Counselor Role-Concepts Stressed By Counselor Education Program Number 1 Experimental and Control Groups, Both Years

Role Concept	Year	Teachers		Administrators		Counselors		Counselor Educator (N=5)
		Exper. (N=24)	Control (N=23)	Exper. (N=8)	Control (N=7)	Exper. (N=4)	Control (N=4)	
Teacher Consultation	1st	5.30	5.30	4.58^{15}	5.50	5.54	5.67	5.53^{15}
	2nd	5.59	5.26	5.78^{13}	4.83	5.37	5.08^{17}	5.53
Test Interpretation	1st	5.45	5.74	5.71	5.86	5.46	6.58	6.10
	2nd	5.53	5.49	5.92	5.83	5.75	5.58	6.10
Appraisal Program	1st	5.53	5.43	5.69	5.69	4.96^{15}	5.83	5.90
	2nd	5.69	5.34	5.72	6.33	4.92^{16}	5.42^{15}	5.90
Counseling Rationale	1st	4.95^{15}	5.28^{15}	5.40	6.02	6.00	6.04	6.20
	2nd	5.48	4.99	5.83	4.08^{17}	5.92	6.08	6.20
Relationship	1st	5.86^{3}	6.33^{2}	6.29^{3}	6.31^{2}	6.71^{2}	6.96^{1}	6.67^{2a}
	2nd	6.21^{1}	6.26^{1}	6.17^{1}	6.67^{2}	6.71^{1}	6.58^{2a}	6.67
Group Counseling	1st	5.14	5.34	5.25	5.40^{15}	6.42	6.25	6.27
	2nd	5.44^{15}	4.89^{15}	5.83	5.50	6.46^{3}	6.75^{1}	6.27
Flexibility	1st	5.65	5.76	5.79	5.67	6.08	6.08	5.90
	2nd	5.68	5.57	5.81	6.08	5.88	6.25	5.90
Stability	1st	5.92^{1}	6.45^{1}	6.21^{2}	6.19	6.58^{3}	6.54^{2}	6.37
	2nd	6.13^{3}	5.97	6.14^{2}	6.58^{3}	6.54^{2}	6.25	6.37
Research Familiarity	1st	4.06^{17}	4.47^{17}	3.98^{16}	4.76^{16}	4.42^{16}	5.06^{16}	5.33^{16}
	2nd	4.78^{16}	4.57^{17}	4.72^{16}	4.17^{16}	5.10^{15}	5.44	5.33
Self Awareness	1st	5.83	5.78	5.58	5.60	6.29	6.67^{3}	6.62
	2nd	5.73	5.72	5.92	5.33	6.37	5.72	6.62
Professional Commitment	1st	5.72	5.70	4.62	6.10	6.29	6.11	6.75^{1}
	2nd	5.74	5.58	5.75	6.25	6.21	6.50	6.75
Statistical Procedures	1st	4.15^{16}	4.61^{16}	3.06^{17}	4.54^{17}	3.88^{17}	3.38^{17}	5.08^{17}
	2nd	4.52^{17}	4.58^{16}	3.72^{17}	4.33^{16}	4.38^{17}	5.22^{16}	5.08
Counselor Commitment	1st	5.92^{2}	6.06	5.71	6.38^{1}	6.75^{1a}	6.50	6.67^{2b}
	2nd	5.96	6.01	6.14^{3}	6.25	6.54^{2b}	6.67^{2}	6.67
Subjective Sensitivity	1st	5.38	6.00	5.25	5.95	6.75^{1b}	6.72^{2}	6.69^{2}
	2nd	5.99	5.94	5.89	6.17	6.29	6.58^{3a}	6.69
Information Counseling	1st	5.77	6.22^{3}	5.75	6.29^{3}	5.88	5.17^{15}	6.60
	2nd	6.18^{2}	6.11^{2}	5.81	6.75^{1}	6.14	6.50	6.00
Mobility	1st	5.77	5.96	5.81^{3}	6.26	6.42	6.21	6.50
	2nd	6.12	6.06^{3}	6.06	6.42	6.29	6.58^{3b}	6.50

sonal relationships. The second year (6.21-6.13) two of the three role concepts remained in the most favored position with "the collection and use of occupational-educational information in counseling" replacing "counselor commitment to students."

The least favored activities in this group of teachers' estimates (4.95-4.06) included: a) counselor's understanding of counseling theory; b) counselor's use of statistics; and c) familiarity with research. The second year (5.44-4.52) with the exception of "group counseling" which replaced "counselor's understanding of counseling theory" the others remained the same.

The *administrators* in this experimental group (Table 17) the first year assigned the highest values (6.29-5.81) to: a) the quality of a counselor's interpersonal relationship with others; b) mature judgement and self-control; and c) maintaining ongoing contact with school staff and community resources. The second year (6.17-6.14) the first two remained but the third was replaced by "a counselor's commitment to the student."

The lowest role concepts in this group's estimate the first year (4.58-3.06) included: a) teacher consultation; b) research familiarity; and use of statistics. These remained the same the second year (5.78-3.92).

The experimental *counselors* the first year (Table 17) assigned the highest importance (6.75-6.71) to: a) counselor commitment to the client; b) his/her subjective sensitivity; and c) the quality of interpersonal relationships. The second year highest values (6.71-6.46) were the same except "mature counselor judgement and self-control" replaced "his/her subjective sensitivity."

The lowest rated (4.95-3.88) role concepts the first year included: a) the development and use of a testing program; b) research familiarity; and c) use of statistics. They remained the same the second year (4.92-4.38).

Control Counselor Schools (Secondary)

2. The *teachers* in this group (Table 17) the first year assigned the highest values (6.45-6.22) to the following role concepts: a) counselor's mature judgement and self-control; b) quality of his/her interpersonal relationships with others; and c) the gathering and use of occupational information in counseling. The second year two of the three remained in the highest rated group (6.45-6.22) but "maintaining ongoing contact with school staff and community resources" replaced "counselor's mature judgement and self-control."

The three lowest mean scores (5.28-3.06) of this group the first year went to: a) counselor understanding of counseling theory; b) counselor's use of statistics; and c) research familiarity. The second year (4.89-4.57) "group counseling" replaced "understanding counseling theory" in the above group.

Administrators in this control group (Table 17) the first year rated (6.38-6.29) a) counselor commitment to others; b) the quality of his/her interpersonal relationships with others; and c) the gathering and use of occupational information in counseling as the highest in value. The second year (6.75-6.58) two of the three remained in the top group and "mature judgement and self-control" took the place of "counselor commitment to others."

Lowest values (5.40-4.54) assigned by this group the first year included: a) group counseling; b) research familiarity; and c) utilization of statistics. The second year "group counseling" was missing from this group and was replaced by "understanding of counseling theory" (4.33-4.08).

Counselors in this control group (Table 17) the first year placed greatest consideration (6.96-6.67) on: a) the quality of interpersonal relationships with others; b) counselor sensitivity; and c) self-awareness. Second year designations (6.75-6.58) in the top rated role concepts went to: a) group counseling; b) commitment to the client; c) the quality of interpersonal relationships; d) counselor sensitivity; and e) maintaining ongoing contacts with staff and community resources (c, d, and e were tied).

Lowest values (5.06-3.38) assigned by this group the first year included a) occupational-educational counseling; b) research familiarity; and c) use of statistical procedures. The second year (5.42-5.08) while "statistical methods and procedures" was still one of the lowest two additional ones replaced the other two: coordination of a school testing program and teacher consultation.

Counselor Educators - CEP No. 1

3. The *counselor educators** placed the most emphasis (6.75-6.67) the first year on: a) counselor professional commitment; b) his/her sensitivity; c) the quality of interpersonal relationships; and d) counselor commitment (c and d tied for third). See Table 17.

The lowest rated (5.33-5.08) role concepts by this group went to: a) teacher consultation; b) research familiarity; and c) use of statistics.

Guidance Attitude Differential CEP No. 2

Experimental Counselor Schools (Secondary)

4. This preparation program staff identified their objectives from which 13 role concepts were derived (p. 64). Again, the mean scores of the various professional groups' attitudes were compared by experimental and control schools for both years of the study. The three highest rated role concepts and the lowest were singled out for comparison (Table 18).

The *teachers* associated with the experimental counselors in CEP No. 2 (Table 18) gave the following the highest mean scores (6.06-5.94): a) counselor effective communication regarding the guidance program; b)

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*It was judged that counselor educators probably held a set toward the various concepts and less likely to change from the first year to the second so the data were not collected from them a second time on either the GAD or the POCT.

Table 18

Mean Ratings and Rank Order Assessment of Professional Attitudes Toward Counselor Role-Concepts Stressed by Counselor Education Program Number 2 Experimental and Control Groups, Both Years

Concept	Year	Teachers Exper (N=21)	Teachers Control (N=25)	Administrators Exper (N=7)	Administrators Control (N=8)	Counselors Exper (N=4)	Counselors Control (N=4)	Counselor Educator (N=5)
Ethics	1st	5.82	5.64	5.57	5.46	5.57	6.62^{2}	6.07^{2}
	2nd	5.74^{2}	5.92	5.56	6.00	6.33^{3}	6.42^{3}	6.07
Research Orientation	1st	5.48^{11}	5.05^{13}	5.28	5.19	4.97^{13}	6.17	5.13^{12}
	2nd	5.20^{12}	5.07^{12}	5.17^{13}	5.33^{11}	5.63	5.58^{12}	5.13
Counselor Activities	1st	5.70	5.64	5.21^{12}	5.60^{11}	5.65	5.92	5.10^{13}
	2nd	5.43	5.45	5.39^{11}	5.67	5.33^{11}	5.50^{13}	5.10
Teacher & Parent Involvement	1st	5.55	5.34	5.64	5.38	5.33	6.04	5.57
	2nd	5.35^{11}	5.42	5.97^{3a}	4.60^{13}	5.29^{13}	5.92	5.57
Knowledge of Educational-Community Structure	1st	5.94^{3}	5.54	5.73	5.62	6.42^{2}	6.17	5.83
	2nd	5.76^{1a}	5.94	6.00^{2}	6.13^{2a}	6.25	6.08	5.83
Student Relationships	1st	6.05^{2}	6.16^{2}	5.94^{1}	6.17^{2}	6.17	6.83^{1}	5.93^{3}
	2nd	5.61^{3}	6.06^{2}	6.43^{1}	6.17^{1}	6.92^{1}	6.67^{1}	5.93
Testing	1st	5.49	5.25	5.35^{11}	5.54	5.17^{11}	5.17^{12}	5.53
	2nd	5.50	5.22	5.53	5.63	5.33^{12}	5.79^{10a}	5.53
Professional Affiliation	1st	5.37^{12}	5.13^{12}	5.06^{13}	4.94^{12}	5.38	5.08^{13}	5.40^{11}
	2nd	5.36	5.04^{13}	5.27^{12}	5.07^{12}	5.58	5.79^{10a}	5.40
Effective Communications	1st	6.06^{1}	5.87^{3}	5.81^{2}	5.65	6.53^{1}	6.54	6.10^{1a}
	2nd	5.76^{1a}	6.12^{1}	5.92	6.10^{3}	6.58^{2}	6.22	6.10
Counseling Philosophy & Rationale	1st	5.60	5.52	5.59	5.78	5.13^{12}	6.21	6.10^{1a}
	2nd	5.55	5.92	5.69	5.73	5.79	6.06	6.10
Group Counseling	1st	5.05^{13}	5.19^{11}	5.71	4.81^{13}	5.63	6.29	5.80
	2nd	5.06^{13}	5.13^{11}	5.97^{3a}	5.73	6.17	5.94	5.80
Educational-Vocational Counseling	1st	5.90	6.22^{1}	5.60	5.96^{3}	6.20^{3}	6.58^{3}	5.77
	2nd	5.43	5.95	5.89	6.13^{2a}	6.13	6.61^{2}	5.77
Professional Training	1st	5.62	5.74	5.77^{3}	6.27^{1}	5.92	5.80^{11}	5.75
	2nd	5.53	6.05^{3}	5.93	5.57	6.08	6.21	5.75

quality of counselor-student relationships; and c) quality of counselor relationships with school staff and community. The second year (5.76-5.61) these remained in the top group and were joined by "counselor commitment to professional ethics" which tied with one of the others.

The role concepts receiving the lowest first year mean scores (5.48-5.05) by this group included the following: a) counselor's use of test results; b) counselor problem activities in school and community; and c) counselor professional activities. Two of the three role concepts remained in the low group the second year (5.35-5.06) and "research activities" replaced "counselor's use of test results."

The experimental *administrators* the first year (Table 18) assigned their highest mean scores (5.94-5.77) to: a) the quality of student-counselor relationships; b) effective counselor communication regarding the guidance program; and c) counselor commitment to further training. The second year (6.43-5.97): a) the quality of student-counselor relationships; b) counselor maintenance of contacts with school staff and community; c) facilitates teacher-parent involvement; d) and group counseling (the last two were tied mean scores) received the highest score values.

Role concepts receiving the lowest mean score ratings (5.35-5.06) by this group the first year were: a) counselor's use of test results; b) counselor involvement with problem activities in the school and community; and c) counselor professional activities. The second year (5.39-5.17) "research activities" replaced "counselor's use of test results" otherwise the rest were the same.

The experimental *counselors* the first year (Table 18) gave the highest ratings (6.53-6.20) to: a) effective counselor communication to others regarding the guidance program; b) counselor contact with school staff and community resources; and c) educational-vocational counseling. The second year (6.67-6.33): a) the quality of student-counselor relationships; b) effective counselor communication as above; and c) commitment to professional ethics were the top rated role concepts.

The lowest role concepts rated (5.17-4.97) by this group were: a) counselor's use of tests; b) counselor's grasp of counseling theory; and c) research orientation. The second year, (5.33-5.29) a) counselor involvement with school and community problems; b) use of test results; and c) facilitation of teacher-parent involvement in the school were the least favored by this group.

Control Counselor Schools (Secondary)

5. The *teachers* associated with these counselor schools (Table 18) the first year gave highest attitudinal recognition (6.22-6.02) to: a) educational-vocational counseling; b) quality of student-counselor relationships; and c) effective communication regarding the guidance program. The second year (6.12-6.05) "counselor commitment to continued training" replaced "educational-vocational counseling.".

Lowest mean scores were assigned (5.11-5.48) to: a) group counseling; b) professional activity; and c) research. These remained the same the second year (5.13-5.04) but with different ranks.

The Control *administrators* the first year (Table 18) gave strongest (6.27-5.96) support for: a) counselor commitment to further training; b) quality of student-counselor relationships; and c) educational-vocational counseling. Second year designations (6.17-6.10) included "counselor continued contact with school staff and community agencies" which tied with "educational-vocational counseling." "Counselor communication with others about the guidance program" replaced "continued commitment to training" otherwise the high group remained the same.

Administrators assigned lowest values (5.00-4.81) to: a) involvement with problems in school and community; b) professional activity; and c) group counseling. The second year (5.33-4.60) "group counseling" was replaced in the lowest group by "research activity."

Counselors from the CEP No. 2 control schools (Table 18) showed the highest favored attitude (6.83-6.58) the first year to: a) quality of student-counselor relationships; b) counselor use of professional ethics; and c) educational-vocational counseling. The group remained the same the second year (6.67-6.42).

This group's lowest mean ratings (5.80-5.08) went to: a) group counseling; b) counselor's use of tests; and c) professional activity. The second year (5.79-5.50) "group counseling" was dropped from this group, "research activity" was added and the other two from the first year remained. "Counselor involvement in the problems of the school and community" was added since two of the others were tied.

Counselor Educators - CEP No. 2

6. The *counselor educators* from CEP No. 2 assigned their highest scores (6.10-5.93) to: a) effective counselor communication regarding the guidance program to others; b) grasp of counseling theory; c) use of professional ethics; and d) the quality of the student-counselor relationships (a and b were tied). See Table 18.

This group gave the lowest ratings (5.40-5.10) to: a) professional activity; b) research orientation; and c) counselor involvement in the problems of the school and community.

Guidance Attitude Differential CEP No. 3

Experimental Counselor Schools (Secondary)

7. There were 11 role concepts derived from the objectives identified by the staff associated with this preparation program (p. 67). The highest and lowest mean scores were compared as with the other groups and preparation program (Table 19).

The *teachers* in this experimental group (Table 19) showed the most favorable attitudes (6.08-5.69) toward: a) counselor communicates student data to others; b) makes appropriate referrals; c) use of research methods; and d) career guidance activities (c and d were tied). Second year designations (6.06-5.78) changed and while "appropriate referrals" remained the other two were different–"counselor commitment to continued professional growth" and "facilitation of student adjustment programs."

The lowest mean scores (5.49-4.93) were given to: a) counselor's use of test data; b) group counseling; and c) consultant to school staff. Second year ratings (5.31-5.06) indicated that two of the first year low groups were dropped and "group counseling" remained. "Counselor's use of research methods" and "counseling skills" were added.

The *administrators* associated with these experimental schools (Table 19) assigned the highest scores (5.78-5.17) to: a) counselor communicates student information to others; b) appropriate referrals; c) continued counselor growth; d) career guidance; and e) consultant to school staff (b and c tied). The second year high scores (6.00-5.30) went to: a) counselor's use of referrals; b) communication of student data; and c) group counseling.

Table 19

Mean Ratings and Rank Order Assessment of Professional Attitudes Toward Counselor Role-Concepts Stressed by Counselor Education Program Number 3, Experimental and Control Groups, Both Years

Concept	Year	Teachers		Administrators		Counselors		Counselor Educator
		Exper (N=15)	Control (N=17)	Exper (N=3)	Control (N=6)	Exper (N=3)	Control (N=3)	(N=6)
Career Development	1st	5.69	5.87	5.17	5.03	5.75	5.83	5.72
	2nd	5.63	4.96	5.25	4.77	6.10	5.06	5.72
Testing	1st	5.47	5.32	5.06	4.78	5.03	3.94	3.92
	2nd	5.61	4.71	3.75	5.20	5.22	3.67	3.92
Consultant	1st	4.93	5.90	4.56	3.71	6.67	6.22	5.86
	2nd	5.55	4.74	4.13	4.93	6.67	6.33	5.86
Counseling Skills	1st	5.64	5.41	4.69	4.67	6.53	5.83	4.81
	2nd	5.06	5.26	3.33	4.79	6.33	6.50	4.81
Group Counseling	1st	5.42	5.27	5.17	4.13	6.77	6.11	5.19
	2nd	5.23	4.92	5.30	4.73	6.50	5.61	5.19
Ethical Standards	1st	5.43	6.04	4.58	5.22	6.78	6.06	4.89
	2nd	5.77	5.68	3.97	5.07	6.89	6.22	4.89
Research	1st	5.69	5.67	3.75	5.03	6.53	5.17	5.39
	2nd	5.31	5.23	5.03	4.57	6.00	5.28	5.39
Learning Experience	1st	5.52	5.99	5.08	4.53	6.56	6.11	5.39
	2nd	5.76	5.28	4.43	5.23	6.67	6.00	5.39
Student Information	1st	6.08	6.11	5.78	4.89	5.83	4.11	3.83
	2nd	5.48	4.86	5.53	5.78	5.56	5.44	3.83
Referrals	1st	5.86	6.28	5.50	5.86	6.89	6.17	6.14
	2nd	6.06	5.46	6.00	6.78	6.50	6.14	6.14
Professional Growth	1st	5.64	6.28	5.50	5.86	6.89	5.78	6.31
	2nd	5.82	5.49	5.10	5.72	6.78	5.94	6.31

The first year's lowest ratings (4.58-3.75) were given to: a) counselor respect for student confidentiality; b) consultant to the school staff; c) and use of research. The second year lowest ratings (4.58-3.33) went to: a) counselor respect for student confidentiality; b) use of tests; and c) counseling.

The *counselors* in this experimental group (Table 19) revealed their most favored attitude (6.22-6.11) toward: a) consultant role to the school staff; b) use of referrals; c) facilitation of student adjustment programs; and d) group counseling (c and d tied). The second year high scores (6.50-6.22) favored counseling; consultant to the school staff; and respect for student confidentiality.

The low scores from this group (5.17-3.94) went to: a) use of research methods; b) gathering and communication of student information to others; c) and use of test data. The second year lowest scores (5.28-3.67) were assigned to: a) research; b) career guidance; and c) use of test data.

Control Counselor Schools (Secondary)

8. The *teachers* associated with these schools (Table 19) assigned the highest values (6.28-6.04) to: a) appropriate referrals; b) continued counselor growth; c) counselor communication of student data to others; and d) confidentiality (a and b tied). The second year high scores

(5.68-5.46) revealed that three of the above group remained, "counselor communication of student data" was dropped.

Lowest mean scores of this group (5.32-5.09) were given the first year to: a) counselor's use of tests; b) group counseling; and c) consultant to school staff. Second year lowest scores (4.86-4.71) revealed that "group counseling" was replaced by "counselor communicates student data to others."

The *administrators* in this group of control schools showed their highest preferences (5.86-5.03) to be: a) counselor's use of appropriate referrals; b) counselor commitment to professional growth; c) respect for student confidentiality; d) use of research methods; and career guidance (a and b and c and d tied). The second year's scores (5.86-5.72) indicated the favored role concepts were: a) counselor's use of referrals; b) communication of student data to others; and c) commitment to continued professional growth (Table 19).

The lowest assessments (4.51-3.70) were given to: a) facilitation of student adjustment programs; b) group counseling; and c) consultant to the school. Second year designations (4.77-4.57) went to: a) career guidance; b) group counseling; and use of research methods.

The *counselors* in these control schools assigned the highest scores (6.89-6.78) the first year to: a) counselor's appropriate use of referrals; b) commitment to continued professional growth; and c) group counseling. Second year high scores (6.89-6.67), two tied, indicated the favored role concepts to be: a) counselor respect for confidentiality; b) commitment to continued professional growth; c) facilitation of student adjustment programs; and d) consultation to the school (Table 19).

The lowest values assigned by this group the first year (5.83-5.03) went to: a) counselor gathering and communication of student information to others; b) career guidance; and c) use of tests. The second year low scores (6.00-5.22) revealed that a) career guidance; b) use of research methods; c) gathering and communication of student information to others; d) and use of test data to be the least favored compared to the other role concepts.

Counselor Educators - CEP No. 3

9. The *Counselor educators* from CEP No. 3 assigned their highest values (6.31-5.86) to: a) counselor commitment to continued professional growth; b) appropriate use of referrals; and c) consultant to the school.

The lowest values (4.81-3.83) were given to: a) counseling; b) use of test data; and c) the counselor's gathering and communication of student information to others. See Table 19.

Guidance Attitude Differential - CEP No. 4

Experimental Counselor Schools (Elementary)

10. There were nine role concepts derived from the program objectives identified by this elementary school counselor preparation program (p. 70). The mean values assigned by the various professional groups

associated with the counselors were computed and compared in the same manner as with the other counselor schools in the study (Table 20).

The *teachers* in these experimental schools revealed their most positive attitude (6.25-5.87) to be toward: a) counselor sensitivity to others; b) counseling; and c) student appraisal. Second year results (5.81-5.76) found "student appraisal" dropped in favor of "consultation with teachers and appropriate referrals."

The least favorable attitudes (5.68-5.46) were assigned to: a) coordination functions; b) utilization of student data in counseling; and c) counseling theory and research. The second year's lowest values (5.16-4.86) were the same except "developmental guidance" replaced "coordination functions."

The *administrators* in this experimental group felt most positive (6.23-5.67) the first year toward: a) counseling; b) counselor sensitivity to others; and c) developmental guidance. Second year scores (6.53-6.27) revealed some shifting: a) counseling; b) consultation; and c) student appraisal.

Low values assigned by this group (5.26-4.75) the first year revealed the following role concepts as least favored: a) utilization of pupil data; b) counselor sensitivity to others; and c) student appraisal. The second year lowest scores (5.77-5.43) were given to: a) counselor sensitivity to others; b) understanding counseling theory and research; and c) developmental guidance (Table 20).

Table 20

Mean Ratings and Rank Order Assessment of Professional Attitudes Toward Counselor Role-Concepts Stressed by Counselor Education Program Number 4 Experimental and Control Groups, Both Years

Concept	Year	Teachers		Administrators		Counselors		Counselor Educator
		Exper (N=26)	Control (N=24)	Exper. (N=9)	Control (N=8)	Exper. (N=4)	Control (N=4)	(N=5)
Cumulative Records	1st	5.59	5.44	5.26	5.02	4.21	5.67	4.83
	2nd	4.86	5.97	5.83	5.50	5.54	4.17	4.83
Developmental Guidance	1st	5.81	5.95	5.67	5.77	6.79	6.58	6.50
	2nd	5.15	6.04	5.43	6.40	6.58	6.92	6.50
Ethical Standards	1st	6.16	6.21	5.57	5.94	5.61	5.92	5.73
	2nd	5.61	6.07	5.83	5.83	5.71	6.25	5.73
Cognitive Area	1st	5.46	4.76	5.38	5.56	4.56	6.17	5.47
	2nd	5.16	5.57	5.60	5.71	5.46	5.38	5.47
Consultation	1st	5.81	5.85	5.49	5.42	6.00	6.33	4.83
	2nd	5.78	6.32	6.43	5.79	6.33	6.29	4.83
Coordinating Function	1st	5.68	5.69	4.63	5.27	4.25	6.12	4.70
	2nd	5.31	5.92	5.80	5.97	5.54	6.29	4.70
Counseling Skills	1st	6.16	6.44	6.23	6.08	6.29	6.75	5.57
	2nd	5.81	6.11	6.53	6.30	6.63	6.75	5.57
Student Appraisal	1st	5.87	5.69	4.75	4.99	3.71	5.42	4.37
	2nd	5.34	5.60	6.27	5.90	5.50	5.17	4.37
Human Relations	1st	6.25	6.33	6.06	6.21	6.11	6.83	6.33
	2nd	5.76	6.34	5.77	6.43	6.63	6.83	6.33

The experimental *counselors* in this group placed the highest score values (6.78-6.11) with: a) developmental guidance; b) counseling; and c) sensitivity to others. The second year highest scores went to the same role concepts except a fourth "teacher consultation", was added due to tied values.

This counselor group indicated a less favored attitude (4.31-3.71) toward: a) utilization of pupil data in counseling; b) coordination; and c) student appraisal. The following year the lowest scores (5.45-5.46) were placed with the same role concepts except a fourth, "understanding counseling theory and research", was added due to a tie in scoring (Table 20).

Control Counselor Schools (Elementary)

11. The *teachers* associated with these schools the first year rated the following role concepts the highest (6.44-6.21) compared to the others: a) counseling; b) counselor sensitivity to others; and c) ethical handling of student data. The highest scores (6.34-6.07) the second year went to the same group except "counseling" was replaced by "consultation with teachers."

Lowest scores from this group the first year (5.69-4.76) were assigned to: a) student appraisal; b) coordination; c) utilization of student data in counseling; and d) understanding counseling theory and research (a and b tied). The second year (5.97-5.57) the role concepts were the same except there was no "student appraisal." See Table 20.

The control *administrators* rated (6.21-5.94) the following role concepts highest the first year: a) counselor sensitivity to others; b) counseling; and c) ethical use of student test data. The second year "developmental guidance" replaced "ethical use of student test data". Mean scores ranged from 6.43-6.30.

The lowest scores (5.27-4.89) went to: a) coordination; b) utilization of student data in counseling; and c) student appraisal. The following year the lowest scores (5.73-5.50) went to: a) understanding counseling theory and research; b) consultation with teachers; and c) utilization of student data in counseling.

The *counselors* in the control group assigned their highest mean scores (6.83-6.58) and thereby revealed that their most favorable attitudes were toward: a) counselor sensitivity to others; b) counseling; and c) developmental guidance. The second year ratings produced the same three role concepts though in different ranks (6.92-6.75).

The lowest mean values assigned by this group the first year (5.92-5.67) went to: a) ethical use of student data; b) utilization of student data in counseling; and c) student appraisal. Second year designations were similar except "understanding counseling theory and research" replaced "ethical use of student test data." See Table 20.

Counselor Educators - CEP No. 4

12. The *counselor educators* from CEP No. 4 assigned the following

role concepts the highest mean values (6.50-5.73): a) developmental guidance activities; b) counselor sensitivity to others; c) and ethical use of test data.

The lowest mean values (4.83-4.37) designated by this group went to: a) utilization of student data in counseling; b) teacher consultation; c) coordination; and d) student appraisal (a and b tied). See Table 20.

Rank Intercorrelations of Guidance Attitudes (GAD) by Various Professional Groups Associated with CEP No. 1

Experimental Counselor Schools (Secondary)

Another way of examining how much professional groups agree with each other about the various role concepts stressed by the separate graduate programs of counselor preparation is to compare the size of their GAD Spearman rank order intercorrelations. (Table 21). This was the second aspect of this analysis of the guidance attitude differential data supplied by the teachers, administrators, counselors, and counselor educators from all the schools involved in the study. The results are summarized below. See Table 21.

Table 21
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward Counselor Role Concepts as Stressed by Counselor Education Program No. 1
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	24	1st	1.00	.90**	.83**	.79**	.70**	.64**	.66**
		2nd	1.00	.97**	.69**	.89**	.72**	.60**	.70**
Teacher (C)	23	1st	.90**	1.00	.85**	.82**	.77**	.70**	.67**
		2nd	.97**	1.00	.75**	.86**	.73**	.64**	.70**
Administrator (E)	8	1st	.83**	.85**	1.00	.78**	.60**	.59**	.46*
		2nd	.69**	.75**	1.00	.51*	.88**	.67**	.72**
Administrator (C)	7	1st	.79**	.82**	.78**	1.00	.70**	.53*	.71**
		2nd	.89**	.86**	.51*	1.00	.55*	.57*	.51*
Counselor (E)	4	1st	.70**	.77**	.60**	.70**	1.00	.81**	.88**
		2nd	.72**	.73**	.88**	.55*	1.00	.84**	.84**
Counselor (C)	4	1st	.64**	.70**	.59**	.53*	.81**	1.00	.82**
		2nd	.60**	.64**	.67**	.57*	.84**	1.00	.77**
Counselor Educator	5	1st	.66**	.67**	.46*	.71**	.88**	.82**	1.00
		2nd	.69**	.70**	.72**	.51*	.84**	.77**	1.00

* Significant at .05 level
** Significant at .01 level

13. The experimental *teachers* is these schools were in near perfect (90's) agreement with their control peers on the 16 role concepts stressed by CEP No. 1. Close agreement with their own administrators the first year (low 80's) dipped to near 70 the second year but was not as close as they were with the control administrators (near .80 and .90). There was a fair amount of agreement both years with their experimental counselors (low 70's). Almost as close was the agreement with the control counselors (around .70) and the most distant were the counselor educators (low 60's). See Table 21.

The experimental *administrators* were closest to the control teachers both years (mid 70's and 80's). Equally close the first year (low 80's) were their own teachers but this dipped the second year (high 60's). This decrease in closeness showed up also with their control administrative counterparts (high 70's down to low 50's). Starting out with moderate agreement (around 60) and increasing the second year was the relationship with both counselor groups, the highest being with their own counselors (high 80's). A low agreement with the counselor educators (40's) increased (low 70's) the second year. (Table 21).

The experimental *counselors* were closest to their counselor educators (80's) and control counterparts (80's). Fairly strong agreement was also indicated with both teacher groups (70's). Fair agreement (.60) was strengthened the second year (high 80's) with their own administrators. The opposite pattern occurred with the control administrators (.70 decreased to mid 50's).

Control Counselor Schools (Secondary)

14. The *teachers* in this group of control schools as noted above were almost in perfect agreement with their experimental peers (90's) and close behind were their own administrators (80's). Strong agreement was also noted with the experimental administrators (mid 80's and 70's). Next in size of agreement was the experimental counselor group (70's). Fair agreement was revealed with the counselor educators and control counselors (60's and low 70). See Table 21.

Control *administrators* were in very high agreement with both teacher groups (high 70's and 80's). High agreement (70's) with experimental administrators, experimental counselors, and counselor educators decreased the second year (50's). Consistently moderate was the agreement both years with their own control counselors (high 50's). See Table 21.

Counselors in this CEP No. 1 control group showed the closest agreement with their experimental peers (low 80's) and about the same relationship existed with their counselor educators. Next in amount of agreement on the GAD was with the experimental teachers (low 70's and 60's). Agreement was moderate with the control administrators (50's) and improved slightly with the experimental administrators (below 60 to high 60's).

15. *Counselor Educators* from CEP No. 1 showed strong agreement with both counselor groups (80's and high 70's). Rather firm agreement (high

60's) was indicated with both teacher groups. Relationships with the administrators was mixed (E went up to low 70's from the mid 40's and C decreased to low 50's from a low 70). See Table 21.

Rank Intercorrelations of Guidance Attitudes (GAD) by Various Professional Groups Associated with CEP No. 2

Experimental Counselor Schools (Secondary)

16. The various professional groups associated with these project schools were compared as to their attitude toward the 13 role concepts stressed by CEP No. 2 and the amount of their agreement-disagreement observed. The results are summarized below from Table 22.

The *teachers* in this experimental group revealed very strong (high 80's) first year relationship with their control peers, however, it dipped the second year (mid 70's). Agreement with their own counselors was fairly close the first year (mid 70's) but dropped somewhat the second year (low 60's). Agreement with control administrators was more stable both years (60's) than with their own administrators (from high 50's down to low 30's). Agreement with the counselor educators improved the second year (from mid 50's to high 60's). Stable but modest agreement was indicated with the control counselors (mid to high 50's).

The experimental *administrators* the first year revealed a fair amount of agreement with their administrative control peers, experimental counselors, and counselor educators (lower 60's), however, the second year all decreased (low 50's). Modest first year agreement with the experimental teachers decreased also the second year (from high 50's to low 30's) while the reverse occurred with the control counselors (from high 40's to low 60's). A modest closeness to the control teachers (high 50's) remained both years.

The experimental *counselors* the first year showed quite positive agreement with both teacher groups (high 70's) but decreased slightly the second year (60's). From low agreement the first year (high 30's and low 40's) this group increased in agreement (high 70's and low 80's) the second year with control administrators, counselors, and counselor educators. Fairly close agreement with their own administrators the first year (mid 60's) dipped slightly the second year (low 50's). See Table 22.

Control Counselor Schools (Secondary)

17. The *teachers* associated with these control project schools displayed closest agreement with their experimental peers (high 70's and 80's) both years. Almost as close both years was the agreement with their control administrators (70's) and the experimental counselors (high 70's and 60's). Somewhat less was the closeness to the experimental administrators (high 50's). Nearness to their own counselors increased the second year considerably (from low 50's to 80's). A similar increase in relationship although not to the same degree was noted with the counselor educators (low 40's to low 60's).

The *administrators* in this control group were quite close both years to

Table 22
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward Counselor Role Concepts as Stressed by Counselor Education Program No. 2
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	22	1st	1.00	.87**	.58*	.67**	.76**	.54*	.55*
		2nd	1.00	.76**	.30	.62*	.61*	.58*	.68**
Teacher (C)	25	1st	.87**	1.00	.57*	.74**	.76**	.51*	.44
		2nd	.76**	1.00	.58*	.70**	.66**	.80**	.64**
Administrator (E)	8	1st	.58*	.57*	1.00	.63*	.65**	.49	.64**
		2nd	.30	.58*	1.00	.50	.52*	.62*	.54*
Administrator (C)	8	1st	.67**	.74**	.63*	1.00	.42	.32	.50
		2nd	.62*	.70**	.50*	1.00	.82**	.75**	.67**
Counselor (E)	4	1st	.76**	.76**	.65**	.42	1.00	.35	.38
		2nd	.61*	.66**	.52*	.82**	1.00	.82**	.77**
Counselor (C)	4	1st	.54*	.51*	.49	.32	.35	1.00	.69**
		2nd	.58*	.80**	.62*	.75**	.82**	1.00	.77**
Counselor Educator	5	1st	.55*	.44	.64**	.50	.38	.69**	1.00
		2nd	.68**	.64**	.54*	.67**	.77**	.77**	1.00

* Significant at .05 level.
** Significant at .01 level.

both teacher groups (70's for their own and 60's for E). Agreement with their experimental peers started out fairly strong (60's) but decreased the second year (low 50). Agreement increased considerably the second year with the experimental counselors (from low 40's to low 80's) and the control counselors (low 30's to mid 70's), and to a lesser extent the counselor educators (low 50's to high 60's).

The control *counselors* were in highest agreement with their counselor educators (high 60's and 70's). While agreement with the experimental teachers remained modest throughout (50's) it increased from a similar position to the low 80's with the control teachers. Increases were also noted with other groups: experimental counselors (mid 30's to low 80's), control administrators (low 30's to mid 70's), and the experimental administrators (high 40's to low 60's). See Table 22.

Counselor Educators - CEP No. 2

18. *Counselor Educators* from CEP No. 2 revealed closest agreement both years with the control counselors (high 60's and 70's). The lowest first year agreement with the experimental counselors (high 30's) increased the second year (high 70's). Experimental teachers, control teachers, and the control administrators changed from a first year low agreement status

(40's and 50's) to a fair amount of agreement the second year (60's). The opposite was the case with the experimental administrators (from low 60's to low 50's). See Table 22.

Rank Intercorrelations of Guidance Attitudes (GAD) by Various Professional Groups Associated with CEP No. 3

Experimental Counselor Schools (Secondary)

19. *Teachers* in this experimental group on the 11 role concepts were significantly close in agreement both years with the control administrators (60's) and almost as close, except for the second year, was the agreement with the control teachers (low 60's to low 50's). A negative relationship the first year (low 20's) improved the second year (mid 50's) with their own counselors. A zero type relationship the first year with the counselor educators improved the second year (high 50's). Moderately positive agreement with their experimental administrators (low 50's) dropped considerably the second year (mid 20's) while another negative relationship, with the control counselors (high 30's), moved the second year toward a positive direction (Table 23).

Administrators in this experimental group were in significant agreement (high 50's) on the role concepts with only one group and that was the control teachers, however, it dropped to near zero the second year. Moderate agreement (low 50's) the first year with their teachers dropped the second year (mid 20's). The balance of the relationships were all low or negative as with the control counselors.

The *counselors* in the experimental group were in fair agreement both years with two groups, their control peers (low 60's and 70's) and their counselor educators (low 60's and high 50's). Second year agreements on the role concepts improved with the experimental teachers (mid 50's) and control teachers (high 70's) but the agreement with the administrator groups was low especially their own group (high teens and near zero). See Table 23.

Control Counselor Schools (Secondary)

20. *Teachers* in this control group revealed no two-year significant agreements with any group, the closest pair of correlations being the experimental teachers (low 60's and 50's). Moderate agreement with the experimental administrators (high 50's) dropped to near zero and the high (low 80's) agreement with their own administrators decreased the second year (mid 20's). The low agreement (low 40's) with the experimental counselors improved to a significant level the second year (high 70's). Agreement with their own counselors went from a negative one to positive but did not reach significance. Remaining low both years was the relationship with the counselor educators (high 20's and 30's). See Table 23.

The control *administrators* while in fairly high agreement both years with the experimental teachers (60's) were in high agreement with their own teachers only the first year (80's). They were in low agreement with all

Table 23
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward Counselor Role Concepts as Stressed by Counselor Education Program No. 3
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	15	1st	1.00	.64*	.53	.60*	-.20	-.38	.02
		2nd	1.00	.54	.26	.67*	.56*	.16	.58*
Teacher (C)	17	1st	.64*	1.00	.58*	.82**	.41	-.13	.27
		2nd	.54	1.00	.06	.25	.78**	.50	.39
Administrator (E)	5	1st	.53	.58*	1.00	.31	.18	-.08	.07
		2nd	.26	.05	1.00	.29	.06	-.11	.33
Administrator (C)	8	1st	.60*	.82**	.31	1.00	.34	-.23	.33
		2nd	.67*	.25	.29	1.00	.28	.28	.10
Counselor (E)	7	1st	-.20	.41	.18	.34	1.00	.60*	.61*
		2nd	.56*	.78**	.06	.28	1.00	.74**	.57*
Counselor (C)	3	1st	-.38	-.13	-.08	-.23	.60*	1.00	.53
		2nd	.16	.50	-.11	.28	.74**	1.00	.29
Counselor Educator	8	1st	.02	.27	.07	.33	.61*	.53	1.00
		2nd	.58*	.39	.33	.10	.57*	.29	1.00

* Significant at .05 level
** Significant at .01 level

other groups and with their own counselors' group which went from a negative agreement (low 20's) to very low positive the second year (high 20's).

Counselors in this control group revealed only one significant relationship and that was with their experimental peers (low 60's and 70's). Moderate agreement with their counselor educators (low 50's) decreased considerably the second year (high 20's). It improved from negative to positive with their control teachers as it did with their own administrators and the experimental teachers although it did not reach significance. Relationships with the experimental administrators remained negative both years (Table 23).

Counselor Educators - CEP No. 3

21. The *counselor educators* in CEP No. 3 showed a significant agreement which was fair to moderate (low 60's and high 50's) with only one group, the experimental counselors. The second year there was significant agreement with the experimental teachers which was also only moderate (high 50's). The balance of the relationships were quite low except for first year moderate agreement with the control counselors (low 50's) which was not significant (Table 23).

Rank Intercorrelations of Guidance Attitudes (GAD) by Various Professional Groups Associated with CEP No. 4

Experimental Counselor Schools (Elementary)

22. *The teachers* in this experimental group (Table 24) revealed rather high agreement with their control peers, especially the first year (high 80's and 60's). Close behind was the agreement with their own administrators (mid 60's both years). Closeness to the control administrators the first year (low 60's) dropped considerably the second year (low 40's). A similar low with their own counselors (low 40's) increased one year later (high 50's). There was not much agreement with the control counselors (low 40's and 30's) and even less with the counselor educators (30's and near zero the second year).

Administrators in this professional group (Table 24) were consistently in fair agreement with their own teachers both years (mid 60's) on the 11 role concepts. The relationships with all the others decreased drastically the second year: control teachers (high 70's to high 20's); control administrators (low 90's to negatively low 30's); experimental counselors (low 90's to high teens); control counselors (low 80's to negatively high 20's); and counselor educators (mid 80's to negatively mid 40's).

Counselors in this experimental group revealed high agreement with several groups: the control teachers (high 60's and low 90's); their control peers (mid 80's and high 70's); the control administrators (low 80's and 60's); and their counselor educators (mid 80's and high 60's). The first year's high agreement with their own administrators (low 90's) dropped drastically (high teens). Closeness in agreement increased the second year with their own teacher group but it did not reach significance. (Table 24).

Control Counselor Schools (Elementary)

23. The *teachers* here were quite close to their experimental peers (high 80's and 60's). Nearness to the experimental counselors increased the second (high 60's to low 90's). Fair agreement with their own counselors dipped slightly the second year (mid 60's to high 50's). Fairly strong agreement the first year with the two administrator groups (high 70's) dropped considerably the second year (around 30). Agreement with the counselor educators was constant and moderate both years (low 50's).

Administrators associated with these control schools (Table 24) were consistently in high agreement both years with their own counselors (low 80's) and almost as close with the experimental counselors (low 80's and 60's). Agreement with all remaining groups decreased the second year: experimental teachers (low 60's to high 20's); control teachers (high 70's to low 30's); experimental administrators (low 90's to negatively low 30's); and the counselor educators (mid 80's to low 50's).

Counselors in this control group were consistently close both years to their own administrators (around mid 80's), their experimental peers (mid 80's and high 70's), and to a lesser degree their counselor educators (high 60's). Agreement with the remaining groups decreased the second year: the experimental teachers (low 40's to low 30's); the control teachers (mid

Table 24
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward Counselor Role Concepts as Stressed by Counselor Education Program No. 4 Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	26	1st	1.00	.88**	.65*	.62*	.42	.43	.36
		2nd	1.00	.67*	.65*	.27	.57	.33	.08
Teacher (C)	23	1st	.88**	1.00	.78**	.77**	.67*	.65*	.52
		2nd	.67*	1.00	.29	.33	.90**	.57	.52
Administrator (E)	9	1st	.65*	.78**	1.00	.90**	.92**	.80**	.84**
		2nd	.65*	.29	1.00	-.30	.16	-.29	-.45
Administrator (C)	8	1st	.62*	.77**	.90**	1.00	.80**	.82**	.85**
		2nd	.27	.33	-.30	1.00	.62*	.83**	.53
Counselor (E)	3	1st	.42	.67*	.92**	.80**	1.00	.85**	.86**
		2nd	.57	.90**	.16	.62*	1.00	.79**	.67*
Counselor (C)	4	1st	.43	.65*	.80**	.82**	.85**	1.00	.69*
		2nd	.33	.57	.29	.83**	.79**	1.00	.67*
Counselor Educator	5	1st	.36	.52	.84**	.85**	.86**	.69*	1.00
		2nd	.08	.52	.45	.53	.67*	.67*	1.00

* Significant at .05 level
** Significant at .01 level

60's to high 50's); and the experimental administrators (low 80's to a negative, near 30).

Counselor Educators - CEP No. 4

24. *Counselor educators* associated with these counselor groups indicated rather high agreement with both counselor groups (E mid 80's to high 60's and C high 60's both years). Only a moderate agreement was revealed with the control teachers (low 50's). Decreasing the second year was the relationship the second year with the other groups: the experimental teachers (high 30's to near zero); the control administrators (mid 80 to low 50's); and the experimental administrators (mid 80's to a negative one in the mid 40's). See Table 24.

Perception of Counselor Tasks (POCT)

The fifth research question sought to determine the attitude of various professional groups, experimental and control, toward a set of counselor tasks. This instrument used to assess the attitudes of various professional groups included a set of 53 counselor tasks four of which were subdivided making a total of 67 tasks. In some cases there is overlap between some of these items and the Guidance Attitude Differential items but, in general, items from the POCT were more specific or task oriented, whereas the

Guidance Attitude Differential dealt with broader role concepts. While a differential instrument was developed specifically for each of the four counselor education programs, this instrument was developed to collect additional attitudinal data, of a comparable nature, across all programs. Each set of responses will be examined by counselor education program in terms of the five highest and five lowest counselor task mean ratings (or ranks) assigned the first and second year by the various professional groups. The highest possible rating of essentialness of the counselor task was 6.00 with the lowest possible non-essential rating of 1.00. In some cases, a number of tasks received the same mean score so the total number of high or low tasks exceeded five.

A second analysis of this research question was an examination of the way and to what degree the various professional groups agree on the essentialness—values assigned to the various tasks. This was determined by the Spearman rank order method of correlation and is presented in Tables 25-28 (Appendix C).

Perception of Counselor Tasks (POCT) - CEP No. 1

The various professional groups (teachers, administrators, counselors, and counselor educators) associated with the counselors in the study from this institutional program will be examined relative to the five highest and five lowest mean ratings of the 67 counselor tasks identified on the Perception of Counselor Tasks questionnaire. The results are presented in Table 25.

Experimental Counselor Schools (Secondary)

1. The five *highest* rated tasks by this experimental *teachers'* group (Table 25) the first year included the following: participates in case conferences (5+); sees students about educational-vocational planning (5+); gives students college and vocational school information in subject areas (5+); fosters a democratic climate and serves as a model for open communication (5+); encourages students to study occupational material (5+); well read and current with his/her profession (5+) and draws staff attention to problems (5+).

The second year the *highest* rated tasks included: talks with parents relative to their child's special needs (5+); refers students (5+); is well informed about educational-vocational resources in community (5+); provides information on students with emotional problems (5+); with home problems (5+); talks with students about educational-vocational plans (5+); and works with students with personal problems (5+).

The *lowest* first year rated tasks by this group included: provide classroom consultation relative to group dynamics (3+); provide help in implementing classroom remedial programs (3+); involved with staff on organization development, in-service, and/or workshops (3+); curriculum consultation (3+); and classroom process observation (2+).

The second year's *lowest* rated tasks were: works with staff regarding in-service and/or workshops (3+); uses tests to plan or modify classroom

Table 25

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 1 Experimental and Control Groups Both Years

TASK	Year	Teachers Exper (N=26)	Teachers Con. (N=25)	Administrators Exper (N=9)	Administrators Con. (N=7)	Counselors Exper (N=3)	Counselors Con. (N=3)	Counselor Educator (N=12)
1*	1	5.08	5.28	4.67	5.43	5.33	5.00	5.33
	2	4.86	5.00	5.38	6.00	5.50	4.50	
2	1	4.92	4.84	5.00	5.14	4.67	4.67	4.67
	2	4.71	5.05	5.13	6.00	5.25	4.75	
3_a	1	5.12	5.08	4.78	5.43	4.67	4.67	4.17
	2	4.81	5.00	5.63	5.00	5.25	5.00	
3_b	1	4.77	5.04	4.56	5.14	4.67	5.00	3.83
	2	4.90	5.05	5.50	5.50	5.50	5.00	
3_c	1	5.15	5.42	5.00	5.57	5.67	4.67	4.67
	2	5.29	5.32	5.63	4.50	5.25	5.25	
3_d	1	4.88	5.58	4.78	5.29	5.33	4.33	4.67
	2	5.29	5.11	5.63	4.50	5.25	5.25	
3_e	1	5.19	5.13	5.11	5.43	5.33	5.00	4.50
	2	5.19	5.37	5.63	5.00	5.25	4.75	
3_f	1	4.54	4.04	4.67	5.57	4.67	3.67	3.83
	2	4.38	4.68	5.13	5.00	5.25	4.25	
4	1	4.58	4.88	4.33	5.00	4.67	5.00	5.83
	2	4.38	5.11	5.38	5.00	5.25	5.75	
5	1	3.65	3.52	3.78	4.14	3.67	4.67	4.50
	2	3.33	5.37	4.50	6.00	5.50	4.75	
6	1	4.50	4.92	4.89	5.43	4.67	5.67	5.83
	2	4.71	4.68	5.25	6.00	5.50	5.75	
7	1	4.85	5.08	5.00	5.29	5.33	5.33	5.17
	2	4.71	4.74	5.50	5.50	5.75	5.50	
8_a	1	3.69	3.44	3.89	4.14	4.67	5.33	5.00
	2	3.67	3.63	4.50	5.00	5.25	5.75	
8_b	1	4.50	5.08	4.78	5.14	5.67	6.00	5.33
	2	4.57	4.74	5.13	4.50	5.25	5.75	
8_c	1	3.42	3.04	3.56	4.14	3.67	2.67	3.50
	2	3.62	3.00	4.13	4.00	4.75	3.50	
9	1	4.12	5.04	3.44	5.29	4.00	4.33	3.17
	2	4.00	4.32	4.13	4.00	4.50	3.75	
10	1	3.85	4.09	4.00	4.71	4.00	6.00	5.83
	2	4.00	3.84	4.75	5.50	5.00	6.00	
11	1	4.54	5.00	4.56	5.57	4.67	6.00	4.83
	2	4.57	5.21	5.00	5.00	5.00	5.25	
12	1	3.35	3.36	3.56	3.57	3.67	4.67	4.67
	2	3.33	2.74	4.25	4.00	4.75	4.75	
13	1	5.00	5.04	5.89	5.14	5.00	4.67	3.50
	2	5.14	5.21	5.13	6.00	5.25	4.25	
14	1	3.38	3.48	4.11	4.71	3.67	4.67	4.50
	2	3.43	3.63	4.75	5.00	4.75	4.75	
15	1	4.00	4.32	4.22	5.29	4.33	6.00	5.00
	2	3.90	4.11	4.13	5.50	5.25	5.25	
16	1	3.28	3.76	3.33	4.00	4.33	4.33	3.17
	2	3.29	3.47	3.88	4.00	4.50	4.00	

*Refers to items on Perception of Counselor Tasks Questionnaire, p. 363.

Table 25 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 1 Experimental and Control Groups Both Years

TASK	Year	Teachers		Administrators		Counselors		Counselor Educator (N = 12)
		Exper. (N = 26)	Con. (N = 25)	Exper. (N = 9)	Con. (N = 7)	Exper. (N = 3)	Con. (N = 3)	
17	1	4.52	5.20	4.89	4.57	5.00	5.67	5.33
	2	4.43	4.84	5.00	3.50	5.75 [illegible]	5.50	
18	1	3.29 [illegible]	3.72	3.67	4.29	3.67 [illegible]	4.33	4.67
	2	3.10 [illegible]	3.68	4.00	4.50	5.00	5.00	
19	1	4.48	4.36	4.11	5.29	4.33	5.67	5.00
	2	4.38	4.58	4.50	5.50	5.00	5.25	
20_A	1	3.27 [illegible]	3.16 [illegible]	3.44	4.00	3.67 [illegible]	5.00	4.50
	2	3.14	3.16	4.00 [illegible]	4.00	4.50 [illegible]	5.25	
20_B	1	3.81	3.60	3.67	4.29	3.67 [illegible]	5.67	4.83
	2	3.48	3.16	3.88 [illegible]	5.00	4.75	5.00	
20_C	1	3.15 [illegible]	3.88	3.22 [illegible]	3.14 [illegible]	4.00	3.00 [illegible]	3.50
	2	3.24	2.95 [illegible]	4.63	3.50	4.50 [illegible]	2.75 [illegible]	
20_D	1	3.31	3.28 [illegible]	3.33 [illegible]	3.71 [illegible]	4.00	4.67	4.67
	2	2.86 [illegible]	2.95 [illegible]	4.63	3.50	4.75	4.25	
20_E	1	3.96	4.28	3.67	4.71	5.00	5.33	4.50
	2	3.76	3.89	4.38	4.00	5.25	4.75	
21	1	4.92	4.84	4.89	5.00	4.67	4.67	4.17
	2	4.38	4.79	5.00	3.50	5.50	4.50	
22_A	1	3.58	2.96 [illegible]	3.33 [illegible]	3.71 [illegible]	3.67 [illegible]	2.33 [illegible]	3.00
	2	3.19	2.72 [illegible]	4.00 [illegible]	2.50	5.00	3.75 [illegible]	
22_B	1	4.92	5.04	5.22	5.71	5.67	5.67	4.67
	2	4.52	4.95	5.13	5.50	5.25	4.75	
22_C	1	4.27	4.52	4.67	4.71	5.00	4.00	3.33 [illegible]
	2	3.86	3.84	4.88	4.00	4.75	4.75	
22_D	1	3.62	3.80	3.67	5.00	3.33 [illegible]	5.00	4.00
	2	3.38	3.79	4.50	5.00	4.50 [illegible]	5.00	
23	1	5.31 [illegible]	5.20	5.33	5.14	5.67	4.67	4.17
	2	5.14	5.47 [illegible]	5.00	5.50	5.25	3.75 [illegible]	
24	1	5.31 [illegible]	5.50	4.78	5.57	5.67	6.00 [illegible]	5.67
	2	5.10	5.37	5.25	5.00	5.75 [illegible]	5.75	
25	1	5.27 [illegible]	5.50	5.11	5.71	5.33	5.00	5.00
	2	5.10	5.37	5.25	6.00 [illegible]	5.50	5.25	
26	1	5.19	5.71 [illegible]	5.44 [illegible]	6.00 [illegible]	6.00 [illegible]	6.00 [illegible]	5.00
	2	5.38	5.53 [illegible]	5.63 [illegible]	6.00 [illegible]	5.75 [illegible]	5.75	
27	1	3.88	4.52	5.11	5.29	3.00 [illegible]	3.67 [illegible]	3.00
	2	4.00	5.00	4.63	5.00	4.25 [illegible]	3.75 [illegible]	
28	1	4.54	5.00	3.89	5.43	4.67	4.67	4.67
	2	3.86	4.89	4.88	5.00	4.75	4.25	
29	1	3.58	4.04	3.89	4.14	4.33	4.33	3.67 [illegible]
	2	3.10 [illegible]	3.53	3.88 [illegible]	4.50	4.25 [illegible]	3.25 [illegible]	
30	1	4.81	5.46	4.78	6.00 [illegible]	4.67	6.00 [illegible]	5.83 [illegible]
	2	5.29 [illegible]	5.42	5.13	6.00 [illegible]	5.75 [illegible]	6.00	
31	1	3.73	4.42	3.44	4.00	4.00	5.33	5.50
	2	3.67	3.95	4.88	3.50	5.25	5.00	
32	1	4.46	4.60	4.56	4.43	4.67	5.33	5.00
	2	4.33	4.89	5.25	4.50	5.25	5.00	
33	1	3.31	3.72	3.11 [illegible]	4.14	4.33	4.00	4.50
	2	3.19	[illegible]	4.13	3.00	4.75	4.00	

Table 25 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 1 Experimental and Control Groups Both Years

TASK	Year	Teachers		Administrators		Counselors		Counselor Educator (N=12)
		Exper. (N=26)	Con. (N=25)	Exper. (N=9)	Con. (N=7)	Exper. (N=3)	Con. (N=3)	
34	1	3.65	4.28	4.11	4.71	3.67	5.33	4.50
	2	4.05	4.05	4.50	4.00	4.75	4.50	
35	1	3.92	4.04	4.89	4.57	5.00	4.33	3.50
	2	4.05	3.42	4.25	4.50	4.50	4.25	
36	1	2.46	2.72	1.89	2.29	3.67	4.33	5.00
	2	2.33	2.37	4.00	2.50	4.75	3.50	
37	1	4.42	5.16	3.78	4.43	4.00	3.67	1.83
	2	3.76	4.21	4.00	4.50	3.25	3.25	
38	1	4.77	5.08	4.89	6.00	5.33	5.67	4.67
	2	4.81	5.00	5.63	6.00	5.25	5.75	
39	1	4.73	5.40	4.67	5.86	4.67	6.00	6.00
	2	5.00	5.47	5.63	5.50	5.00	5.50	
40	1	5.15	5.63	5.56	6.00	6.00	5.67	5.50
	2	5.62	5.53	5.75	4.50	5.50	5.75	
41	1	5.12	5.67	5.33	5.83	6.00	5.67	5.50
	2	5.33	5.58	5.63	4.50	5.75	5.50	
42	1	4.77	4.80	4.22	5.14	5.33	4.33	4.67
	2	4.52	4.74	5.13	5.00	5.00	4.25	
43	1	4.65	4.68	4.44	5.29	6.00	4.67	5.33
	2	4.67	4.89	4.50	4.00	4.75	5.25	
44	1	5.19	5.67	5.22	5.43	5.33	6.00	4.67
	2	5.43	5.63	5.50	5.50	5.75	6.00	
45	1	5.27	5.52	4.78	5.71	6.00	6.00	5.50
	2	4.71	5.47	5.00	6.00	5.25	5.50	
46	1	5.58	5.46	5.22	5.43	6.00	6.00	5.17
	2	5.00	5.42	5.14	5.50	5.25	6.00	
47	1	4.62	5.21	5.44	5.71	6.00	6.00	4.83
	2	4.57	4.84	5.38	5.50	5.50	6.00	
48	1	5.27	5.38	5.00	5.43	5.67	6.00	4.67
	2	5.05	5.42	5.50	5.50	5.25	5.25	
49	1	5.12	5.50	5.56	5.43	6.00	5.67	5.50
	2	5.14	5.32	5.50	5.50	5.25	4.25	
50	1	5.42	5.46	5.67	5.71	6.00	5.67	5.50
	2	5.29	5.42	5.88	6.00	5.50	5.50	
51	1	5.04	5.21	5.56	4.57	6.00	6.00	5.83
	2	5.29	5.47	5.38	4.00	5.75	6.00	
52	1	4.73	4.92	4.78	5.14	5.33	6.00	5.63
	2	4.95	5.05	5.50	4.00	5.50	5.75	
53	1	3.62	3.88	3.11	4.29	4.33	6.00	5.17
	2	3.10	3.05	4.38	3.50	3.50	4.75	

teaching 3+); helps students relative to personal goals (3+); consultation relative to classroom learning climate (2+); and provides process observation of the classroom for the teacher (2+).

The experimental *administrators* assigned their *highest* ratings (Table 25) to the following tasks the first year: help students plan program of courses (5+); talks with students about educational-vocational planning

(5+); works smoothly with people of different backgrounds (5+); has knowledge of school staff and what service they provide (5+); talks with parents whose child needs special help (5+); assists individual students with school programming, course selection, and other school problems (5+); and works with students with personal problems (5+).

The second year's *highest* mean ratings included the following counselor tasks: talks with students about educational-vocational planning (5+); talks with parents whose child needs special help (5+), provides information on gifted students (5+), students information on gifted students (5+), students with emotional problems (5+), and the underachieving students (5+); works well with people of different backgrounds (5+); is well informed about educational-vocational resources in the community (5+); makes referrals (5+); and attends teachers' meetings dealing with guidance (5+).

Lowest mean ratings assigned by the *administrators* in this experimental group the first year were the following: help in implementing remedial programs in the classroom (3+); consultation regarding school organization (3+); consultation regarding curriculum (3+); consultation to enhance classroom learning climate (3+); explores with students the use of leisure time (3+); helps teachers encourage open discussions (3+); and provides classroom process observations for the teacher (1+).

The second year the *lowest* ratings were assigned to the following counselor tasks: works with staff relative to in-service and workshop (4+); consultation regarding classroom group dynamics (4), school organization (4), classroom process observation for the teacher (4); provides personal student information for cumulative folders (4); provides help in implementing remedial programs in the classroom (3+); consultation about child development (3+); and uses test results to modify or plan teaching (3+).

The *counselors* in the experimental group (Table 25) the first year assigned the *highest* ratings to the following tasks (all tied scores - 6.00): works well with individuals of different backgrounds; well informed about educational-vocational resources; keeps in touch with staff regarding what each is doing; well read and up-to-date in the profession; involved in case conferences regarding student problems; knowledgeable about school staff and what services they provide; assists students with course selection, school programming, and other school problems; talks with students about educational-vocational plans; and works with students with personal problems.

Second year *high* ratings by this group revealed the following distribution for this professional group: helps parents understand their children's problems (5+); fosters democratic climate in his/her work, serving as a model for open and free communication (5+); works well with people of different backgrounds (5+); make clear what services the counselor offers (5+); is well informed about educational-vocational resources (5+); refers students who need help from a psychologist, social worker, etc. (5+); and works with students with personal problems (5+).

Lowest ratings assigned by this experimental *counselor's* group the first year went to: help teachers understand normal growth and development (3+); helps in dealing with organizational-administrative problems (3+); helpful in making suggestions regarding changes in classroom environment (3+); involved with staff in-service and workshops (3+); consultation regarding dynamics of child development (3+); provides consultation regarding school organization (3+); suggests ways to develop developmental classroom guidance units (3+); helps with information regarding use of career development theory in curriculum planning (3+); provides process observation in the classroom and offers help to teachers (3+), classroom group dynamics (3+) in-service to school staff (3+); and helps administer standardized tests (3+). There were many tied ratings in this analysis.

The second year's *lowest* ratings assigned by the experimental *counselors* from this CEP No. 1 group went to the following tasks: place information of value into student folders (4+); provides help in implementing remedial programs in the classroom (4+); provides consultation relative to curriculum (4+); consultation regarding in-service of staff (4+); uses student information in making individualized assignments (4+); uses test results to plan classroom teaching (4+); and provides personal information on students for cumulative folder (3+).

Control Counselors Schools (secondary)

2. The *teachers* associated with the CEP No. 1 control counselors (Table 25) gave the *highest* ratings the first year to the following counselor activities: works smoothly with people of different socio-economic backgrounds (5+); is well informed regarding educational-vocational resources (5+); refers students who need assistance of a psychologist, social worker, etc. (5+); talks with parents whose child needs special help, encouragement, understanding, etc. (5+); and helps with information of students with home problems (5+).

The second year the *highest* ratings by this group of control *teachers* went to: refers students who need assistance from a psychologist, social worker, etc. (5+); is well informed regarding educational-vocational resources in the school and community (5+); works smoothly with people of different socio-economic backgrounds (5+); talks with parents whose child needs special help, encouragement, understanding, etc. (5+); give students information about college and/or vocational schools in my subject area (5+); attends teachers' meetings which deal with guidance (5+); appears well-read and up-to-date in his profession (5+); and works with individual students who have personal problems.

The *lowest* ratings the first by these control *teachers* were given to: provide consultation regarding enhancing classroom climate (3+); consultation regarding classroom group dynamics (3+); helps with organizational-administrative problems (3); provides consultation regarding school organization (2+); and provides process observation in the classroom or other groups and offers help to the teachers (2+).

The second year, the *lowest* ratings assigned by this group of control *teachers* went to the following tasks: consultation regarding curriculum (2+); enhancing the classroom learning climate (2+); help with changes in classroom environment (2+); consultation regarding school organization (2+); and process observation of classroom offering help to teachers (2+).

The *Administrators* associated with these control counselors gave *highest* ratings to the following set of counselor tasks the first year (all tied scores - 6.00): works smoothly with people of different backgrounds; defines what services a school counselor provides; makes appropriate referrals; talks with parents whose child needs help, encouragement, understanding, etc.; and attends teachers' meetings where guidance matters are discussed. (Table 25).

The second year the *highest* ratings went to (all tied scores - 6.00): interpret test scores for students and teachers; provides information regarding the use, interpretation, and limitations of tests; helps teachers to understand growth and development; communicates clearly; helps plan student's program of courses; encourages the study of occupational material; works well with individuals of different backgrounds; makes clear what services counselors provide; makes appropriate referrals; appears well-read and up-to-date in his/her profession; and talks with students about their educational plans.

Lowest ratings assigned by this group of control *administrators* the first year were given to: provide consultation regarding the school organization (3+); classroom learning climate (3+); suggest ways to change the classroom environment (3+); consultation regarding curriculum (3+); and provide process observation in the classroom offering help to teachers (2+).

The second year the *lowest* ratings were given to: helps parents understand their children's problems (3+); consultation regarding classroom learning environment (3+); consultation with regard to curriculum (3+); encourage students to explore their ideas and concerns about dating, marriage, and social relationships (3+); explore with students the opportunities for use of leisure time (3); provides process observation in the classroom and offers help to teachers (2+); and provides consultation regarding school organization (2+).

The control *counselors* associated with the CEP No. 1 group the first year assigned the *highest* ratings to the following 16 tasks (all tied ratings of 6.00): helpful in dealing with personal-social-family problems, promotes personal growth and self-exploration; helps students learn getting-along-with-others skills; fosters democratic climate in his/her work as a model to others; works well with people of different backgrounds; makes clear what services counselors offer; attends teachers' meetings which deal with guidance; refers students who need assistance from a psychologist, social worker, etc.; appears to be well-read and up-to-date in his/her profession; has knowledge of all school staff and what service they offer, calls staff attention to students who have special problems or handicaps;

works with individual students who have personal problems; helps students work toward more personal goals; and attempts to help teachers develop a class atmosphere where ideas are discussed freely.

The second year the *highest* ratings again all with tied ratings of 6.00, went to the following tasks: helpful in promoting personal growth and self-exploration; makes clear what services counselors provide; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; has knowledge of school staff and what service they provide; and works with individual students who have personal problems.

The *lowest* ratings of this control *counselor* group the first year went to the following tasks: helps by providing information on "other" students (3+); helps administer standardized tests (3+); provides personal information on students for the accumulative folder (3+); provides consultation dealing with developing curriculum (3); helpful with problems of a organizational-administrative nature (2+); and provides consultation regarding the school organization (2+).

The second year the *lowest* ratings of this *counselor's* group produced the following set of counselor tasks: places information that is of value t[illegible]ff into student folders (3+); provides consultation relative to school organization (3+); gives students information about college and/or vocational school (3+); helps administer standardized tests (3+); provides personal information on students for the cumulative folder (3+); helpful with organizational-administrative problems (3); and provides consultation regarding curriculum (2+). See Table 25.

Counselor Educators of CEP No. 1

3. *The counselor educators* from this program assigned the *higher* ratings to the following seven tasks, six with tied scores: attends teachers' meetings with pertain to guidance (6); makes it clear what information may be disclosed about students and what is confidential (5+); concrete and specific in his communications (5+); helpful in promoting personal growth and self-exploration (5+); makes clear what services the counselor provides (5+); works with individual students who have personal problems (5+); and helps students toward more personal goals (5+).

The *lowest* ratings provided by this group of *counselor educators* went to the following tasks: places information of value to staff into student folders (3+); provides help with implementing remedial programs in the classroom (3+); provides consultation regarding school organization (3); helps administer standardized tests (3); and provides personal information on students for the cumulative folder (1+). See Table 25.

Perception of Counselor Tasks (POCT) - CEP No. 2

Experimental Counselor Schools (Secondary)

4. The experimental *teachers* associated with these counselor schools (Table 26) placed the *highest* ratings the first year with the following set of tasks: refers students who need assistance from a psychologist,

social worker, etc. (5+); helps in the educational process through information on students with emotional problems (5+); draws staff attention to students who have special problems or handicaps (5+); participates in case conferences (5+); and helps students with more personal goals (5+).

The second year the *highest* essentialness ratings went to the following counselor tasks: refers students who need assistance from a psychologist, social worker, etc. (5+); give students information about college and/or vocational schools in my subject area (5+); talks with parents whose child needs help, encouragement, understanding, etc. (5+); is well informed about educational-vocational resources in the school and community (5+); participates in case conferences (5+); and assists individual students in school programming, course selection, etc. (5+).

Of the 67 counselor tasks this group gave their *lowest* ratings to the following tasks: helpful in suggesting ways to make changes in classroom environment (3+); provides consultation relative to using guidance materials in the classroom (3+); provides help in implementing remedial programs in the classroom (3+); provides consultation regarding school organization (2+); and helpful in dealing with problems regarding organizational-administrative aspects (2+).

The second year's *lowest* ratings by this teacher's group went to the following counselor tasks: helpful in making suggestions relative to classroom changes (3+); helpful in dealing with problems regarding organizational-administrative aspects (3+); providing consultation relative to enhancing the learning climate (3+); provides process observation of classroom (3+); and provides consultation in the area of school organization (3).

The experimental *administrators* associated with these counselors (Table 26) showed that the following tasks deserved *highest* essentialness ratings the first year: participates in case conferences regarding student problems (5+); draws staff attention to students with special problems (5+); offers suggestions to help cope with students with behavior problems (5+); makes timely and appropriate referrals (5+); and talks with parents about their child who needs help (5+).

Second year *highest* designations by this group sent to: works smoothly with people of different backgrounds (5+); talks with parents about their child who needs help (5+); offers suggestions regarding students with behavior problems (5+); helpful with personal-social-emotional and family problems (5+); helps parents understand their children's problems (5+); provides consultation using classroom guidance materials (5+); consultation relative to in-service to school staff (5+); keeps in touch with school staff (5+); participates in case conferences regarding student problems (5+); and works with individual students who have personal problems (5+).

Lowest mean essential ratings assigned by the experimental *administrators'* group the first year went to the following counselor tasks: pro-

Table 26

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 2 Experimental and Control Groups Both Years

TASK	Year	Teachers Exper. (N = 23)	Teachers Con. (N = 26)	Administrators Exper. (N = 8)	Administrators Con. (N = 8)	Counselors Exper. (N = 3)	Counselors Con. (N = 3)	Counselor Educator (N = 10)
1*	1	5.09	5.27	4.88	5.00	5.33	5.00	5.00
	2	5.28	5.00	4.50	5.25	3.50	5.67	
2	1	4.67	5.19	5.13	4.75	4.67	5.00	5.00
	2	5.06	5.18	4.50	4.75	4.50	5.67	
3_a	1	4.83	4.85	5.00	4.63	5.00	4.67	4.80
	2	4.83	4.94	4.75	4.75	4.00	4.67	
3_b	1	4.91	4.62	4.88	4.38	4.67	5.67$^{[illegible]}$	4.80
	2	4.89	4.82	3.50$^{[illegible]}$	4.50	5.00	5.00	
3_c	1	5.39$^{[illegible]}$	5.08	5.13	5.25	5.00	5.67$^{[illegible]}$	5.00
	2	5.33	5.35	4.75	4.25	6.00$^{[illegible]}$	6.00$^{[illegible]}$	
3_d	1	5.30	4.88	5.00	5.25	4.67	5.00	5.20
	2	5.00	5.35	4.50	5.00	6.00$^{[illegible]}$	5.67	
3_e	1	5.17	4.88	5.00	4.88	5.00	4.67	5.00
	2	4.83	5.24	4.75	5.25	5.50	5.00	
3_f	1	4.61	4.38	5.13	4.63	4.67	4.67	4.60
	2	4.33	4.94	3.75$^{[illegible]}$	4.00	5.00	4.67	
4	1	4.35	4.62	4.88	4.00	5.33	4.67	5.60$^{[illegible]}$
	2	4.39	4.94	4.25	4.25	4.00	6.00$^{[illegible]}$	
5	1	4.09	3.69	4.75	4.17	4.33	4.00	4.60
	2	3.61	4.18	5.00	4.00	4.00	4.67	
6	1	5.30	5.15	5.25	4.88	5.00	5.00	5.40
	2	4.44	5.00	4.75	4.00	6.00$^{[illegible]}$	4.67	
7	1	5.04	4.46	5.50$^{[illegible]}$	5.25	5.00	5.67$^{[illegible]}$	4.40
	2	4.61	4.65	5.25$^{[illegible]}$	5.00	5.00	5.67	
8_a	1	4.09	3.58	4.88	4.50	5.67	4.33	5.20
	2	3.50	3.35$^{[illegible]}$	5.00	4.00	4.00	4.00$^{[illegible]}$	
8_b	1	4.43	4.27	5.25	5.25	6.00$^{[illegible]}$	5.33	5.00
	2	4.33	4.65	5.25$^{[illegible]}$	4.00	4.50	5.67	
8_c	1	2.78$^{[illegible]}$	3.35	3.88	3.00$^{[illegible]}$	2.67$^{[illegible]}$	3.33$^{[illegible]}$	4.00
	2	3.11$^{[illegible]}$	3.18$^{[illegible]}$	3.50$^{[illegible]}$	2.75$^{[illegible]}$	4.00	4.00$^{[illegible]}$	
9	1	4.65	4.65	4.50	4.13	3.00$^{[illegible]}$	4.67	2.80
	2	4.78	4.65	3.75$^{[illegible]}$	5.00	5.00	5.33	
10	1	4.52	4.50	4.50	4.38	5.00	4.67	5.80$^{[illegible]}$
	2	3.56	4.59	4.75	4.50	5.50	4.67	
11	1	4.96	5.00	5.00	5.13	5.67	5.67$^{[illegible]}$	4.80
	2	5.06	4.76	4.25	5.00	5.00	5.67	
12	1	3.43$^{[illegible]}$	3.38$^{[illegible]}$	4.38	4.63	3.67	4.67	3.80
	2	3.17$^{[illegible]}$	3.65	4.75	4.50	4.50	5.00	
13	1	4.91	4.73	4.75	5.38	4.00	5.33	3.00
	2	5.17	5.12	4.75	5.50	3.50$^{[illegible]}$	5.67	
14	1	3.74	3.88	4.88	4.50	4.33	5.00	4.80
	2	3.39	4.18	4.50	4.50	5.00	4.67	
15	1	4.22	3.96	4.88	4.88	5.33	5.00	5.40
	2	4.22	3.82	4.50	4.50	5.50	3.67$^{[illegible]}$	
16	1	3.26$^{[illegible]}$	4.12	3.75$^{[illegible]}$	3.88$^{[illegible]}$	5.00	4.00	3.20
	2	3.56	3.82	4.75	3.00$^{[illegible]}$	4.50	4.00$^{[illegible]}$	

*Refers to items on Perception of Counselor Tasks Questionnaire, P. 363.

Table 26 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks
Counselor Education Program No. 2
Experimental and Control Groups Both Years

TASK	Year	Teachers		Administrators		Counselors		Counselor Educator (N = 10)
		Exper. (N = 23)	Con. (N = 26)	Exper. (N = 8)	Con. (N = 8)	Exper. (N = 3)	Con. (N = 3)	
17	1	5.73	4.69	5.00	4.63	5.33	5.00	5.00
	2	5.06	4.41	5.25^{2d}	4.25	5.50	5.00	
18	1	4.09	4.35	4.38	4.50	4.67	4.00	4.40
	2	3.72	4.00	5.00	4.00	5.00	5.00	
19	1	5.00	5.00	4.88	4.50	6.00^{1a}	5.00	5.00
	2	4.61	5.00	4.75	4.50	5.00	5.67	
20_A	1	4.00	3.08^{32}	4.63	4.50	5.00	4.67	4.80
	2	3.50	3.41^{31}	4.25	3.25^{34b}	4.50	4.33	
20_B	1	3.91	3.35	4.50	4.13	4.67	4.33	4.40
	2	3.78	4.12	4.00	3.50	4.00	4.67	
20_C	1	3.48	3.42	4.00	3.88^{34b}	3.67	5.00	4.80
	2	3.22	3.88	4.75	3.25^{34b}	4.00	4.67	
20_D	1	3.91	3.15^{33}	4.25	4.13	4.00	4.00	4.40
	2	3.11^{32b}	3.59^{30}	4.75	4.25	4.00	4.67	
20_E	1	3.43^{30b}	3.65	4.38	4.63	5.67	4.67	4.80
	2	4.06	4.53	5.25^{2b}	4.75	4.50	5.00	
21	1	4.61	4.54	4.13	4.88	5.00	5.33	4.60
	2	4.89	5.47^{2a}	4.00	5.25	5.00	5.67	
22_A	1	2.96^{33}	3.31^{34}	3.13^{33}	3.50^{32}	2.33^{33}	3.33^{33b}	3.60
	2	3.00^{33}	3.71	3.25^{33}	4.00	4.50	4.33	
22_B	1	4.61	4.69	4.75	5.25	5.67	5.00	4.40
	2	4.89	4.82	5.25	5.25	4.50	5.33	
22_C	1	3.65	4.42	3.88	4.38	4.67	5.00	4.20
	2	3.78	4.24	5.00	4.00	4.50	4.67	
22_D	1	3.70	4.27	4.25	3.88^{34a}	4.33	4.33	4.80
	2	3.72	3.71	5.25^{2f}	4.00	4.50	4.67	
23	1	4.96	4.88	4.75	5.25	5.33	5.00	4.20
	2	5.50^{2a}	5.47^{2b}	4.25	5.50	5.00	6.00^{1c}	
24	1	5.13	5.08	5.00	5.13	5.67	6.00^{1a}	5.60^{2b}
	2	4.67	5.12	4.25	5.25	6.00^{1d}	6.00^{1d}	
25	1	5.13	4.73	4.25	5.00	5.67	5.67^{2c}	5.00
	2	5.28	5.12	4.50	5.25	5.50	6.00^{1e}	
26	1	5.04	5.23	5.25	5.25	5.67	5.67	5.80^{1b}
	2	5.28	5.13	5.50^{1a}	6.00^{1a}	6.00^{1c}	5.67	
27	1	3.83	4.54	4.00	4.63	4.67	3.67^{32a}	2.80
	2	5.17	4.65	4.50	5.50	3.00^{33a}	5.00	
28	1	3.91	5.04	4.63	4.88	5.00	4.33	4.60
	2	5.06	4.59	4.50	5.50	4.00	5.00	
29	1	3.57	3.81	4.00	4.00	4.00	3.67^{32b}	3.40
	2	3.83	3.88	4.75	4.25	3.00^{33b}	3.67^{32b}	
30	1	4.74	5.38^{2a}	5.25	5.00	5.67^{2f}	6.00	5.80^{1c}
	2	4.89	5.24	5.00	5.00	5.50	5.33	
31	1	4.70	3.92	4.13	4.25	5.00	5.00	5.60^{2c}
	2	4.56	4.29	4.25	3.25^{34c}	5.00	5.33	
32	1	4.74	4.27	4.13	4.50	4.00	5.67	5.00
	2	4.89	4.41	3.75	3.75	4.50	4.67	
33	1	4.43	3.54	3.38^{32a}	4.50	3.33^{30}	5.00	5.00
	2	3.78	4.18	3.75^{32}	4.25	4.50	4.33	

Table 26 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 2 Experimental and Control Groups Both Years

TASK	Year	Teachers		Administrators		Counselors		Counselor Educator (N = 10)
		Exper (N = 23)	Con. (N = 26)	Exper (N = 8)	Con. (N = 8)	Exper (N = 3)	Con. (N = 7)	
34	1	4.13	4.23	4.75	4.50	4.67	5.33	4.60
	2	4.39	4.59	4.25	4.25	4.00	5.33	
35	1	4.04	4.23	4.50	5.00	4.67	4.67	3.80
	2	4.08	4.24	4.25	3.75	4.00	4.00 [illegible]	
36	1	3.17 [illegible]	2.65 [illegible]	3.38 [illegible]	3.63 [illegible]	3.00 [illegible]	3.67 [illegible]	4.00
	2	3.11 [illegible]	3.53 [illegible]	3.50	2.50 [illegible]	3.50 [illegible]	1.67 [illegible]	
37	1	4.52	4.27	4.38	4.63	4.00	4.67	3.00
	2	4.28	4.35	3.50 [illegible]	4.75	3.50 [illegible]	4.67	
38	1	5.13	5.04	5.50 [illegible]	5.00	5.67 [illegible]	6.00	5.40
	2	5.22	4.88	4.25	5.00	5.00	5.00	
39	1	5.22	5.38 [illegible]	5.13	5.50 [illegible]	5.33	5.67	5.20
	2	4.78	5.18	4.75	5.25	5.50	5.00	
40	1	5.26	5.42 [illegible]	5.50 [illegible]	5.50 [illegible]	6.00 [illegible]	5.67 [illegible]	5.80 [illegible]
	2	5.50 [illegible]	5.24	5.50 [illegible]	5.75 [illegible]	5.50	6.00 [illegible]	
41	1	5.22	5.35 [illegible]	5.00	5.50 [illegible]	5.33	5.33	5.40
	2	5.44 [illegible]	5.56 [illegible]	4.75	5.25	6.00 [illegible]	5.67	
42	1	4.91	4.23	4.88	4.75	4.67	5.00	4.80
	2	4.50	5.35 [illegible]	5.00	5.00	5.00	4.67	
43	1	4.87	4.50	5.13	5.13	5.33	4.67	4.60
	2	4.61	4.88	5.25 [illegible]	4.25	4.50	5.67	
44	1	5.43 [illegible]	5.31 [illegible]	5.13	5.75 [illegible]	5.33	5.67 [illegible]	5.60 [illegible]
	2	5.56 [illegible]	5.18	4.75	5.25	6.00 [illegible]	5.33	
45	1	5.04	5.08	4.88	5.00	5.00	5.33	5.40
	2	5.11	5.47 [illegible]	5.00	5.00	4.50	5.33	
46	1	5.35 [illegible]	5.08	5.63 [illegible]	5.38	6.00 [illegible]	5.67 [illegible]	5.20
	2	5.39 [illegible]	5.53 [illegible]	5.25 [illegible]	5.25	6.00 [illegible]	5.67	
47	1	5.09	4.77	5.38	4.50	5.67	5.33	4.80
	2	4.78	4.94	5.00	4.00	4.00	5.67	
48	1	5.39 [illegible]	5.08	5.63 [illegible]	5.75 [illegible]	5.33	5.00	5.20
	2	5.11	5.41	5.00	5.00	5.00	6.00 [illegible]	
49	1	5.13	5.12	4.88	5.25	5.00	5.00	3.80
	2	5.39 [illegible]	5.18	4.25	6.00 [illegible]	4.00	5.67	
50	1	5.13	5.23	5.00	5.63 [illegible]	5.00	5.67 [illegible]	5.00
	2	5.28	5.59 [illegible]	4.25	5.75 [illegible]	4.50	6.00 [illegible]	
51	1	5.09	5.27	5.13	5.75 [illegible]	6.00 [illegible]	6.00 [illegible]	5.60 [illegible]
	2	5.28	5.44	5.25 [illegible]	5.75 [illegible]	5.50	5.67	
52	1	5.35 [illegible]	4.38	5.00	5.00	5.33	5.67 [illegible]	5.60 [illegible]
	2	4.94	4.88	4.75	5.75 [illegible]	5.50	4.67	
53	1	4.57	3.69	3.71 [illegible]	4.25	5.00	4.67	4.60
	2	3.56	3.71	4.00	4.50	4.50	3.67 [illegible]	

vides help in implementing classroom remedial programs (3 +); attempts to help teachers develop an open classroom which permits free discussion (3 +); explores the use of leisure time with students (3 +); provides process observation of classroom for teachers (3 +); and provides consultation on school organization (3 +).

Second year *lowest* ratings given by this group went to: offers help by providing information on students (3 +); places student information of help to teachers into folders (3+); helpful with information on handicapped children (3+); helpful with organizational-administrative problems (3+); explores with students the use of leisure time (3+); provides personal information on students for the cumulative folders (3+); and provides consultation on school organization (3+).

The experimental *counselors* (Table 26) the first year placed their *highest* ratings on the following set of tasks (all 6.00): helpful with problems of a personal-social-emotional or family nature; suggests ways in which the guidance program may be helpful to student, teacher, administrator, etc.; talks with parents about their child who needs help; participates in case conferences regarding student problems; and works with individual students who have personal problems.

The second year's *highest* essential ratings by this group went to these tasks (all 6.00): helps by providing information on students with emotional problems, and those with home problems; concrete and specific in his communication; fosters a democratic climate in his work and serves as a model; works well with people of different backgrounds; is well informed about educational-vocational resources in the school and community; refers students who need assistance from a psychologist, social worker, etc., and participates in case conferences.

First year *lowest* mean scores by this group of experimental counselors were awarded to the following: exploration of leisure time with students (3+); places information useful to staff into cumulative folders (3); provides process observation of classroom for teachers (3); helpful with problems dealing with organizational-administrative aspects (2+); and provides consultation regarding the school organization (2+).

The second year the *lowest* mean scores went to: helps plan student course selection (3+); provides personal student information for the folders (3+); makes referrals (3+); helps administer standardized tests (3); and uses test results to plan or modify classroom teaching (3).

Control School Counselors (Secondary)

5. The control *teachers* in the study (Table 26) involved with these counselors rated the following tasks as deserving *highest* essential status the first year: talks with parents whose child needs help (5+); attend teachers' meetings which discuss guidance matters (5+); makes clear what services a counselor provides (5+); is well informed about educational-occupational resources in the school and community (5+); and refers students who need assistance from a psychologist, social worker, etc. (5+).

Second year *highest* mean designations by this control group went to: talks with students about educational-occupational plans (5+); is well informed about educational-occupational resources in school and community (5+); participation in case conferences (5+); talks with students and teachers about careers in their subject-matter area (5+); give students information about college and/or vocational schools in subject areas (5+); and appears well-read and up-to-date in his/her profession (5+).

In the opposite direction was the set of *lowest* mean scores assigned by this group the first year: helpful in suggesting ways to make changes in the classroom environment (3+); provides consultation regarding the school organization (3+); provides consultation relative to enhancing the classroom learning environment (3+); provides consultation in dealing with classroom group dynamics (3+); and provides process observation of the classroom for teachers (2+).

The second year this group gave the *lowest* ratings to the following tasks: consultation relative to enhancing classroom learning environment (3+); provides process observation in the classroom (3+); provides consultation relative to classroom group dynamics (3+); helpful in dealing with classroom problems (3+); and helpful in dealing with problems regarding organizational-administrative aspects (3+).

The control *administrators* associated with CEP No. 2 the first year gave their *highest* essentialness ratings to the following tasks: refers students who need assistance from a psychologist, social worker, etc. (5+); draws staff attention to students with special problems (5+); works with students with personal problems (5+); talks with students about their educational-vocational plans (5+); attends teachers' meetings where guidance matters are discussed (5+); talks with parents about their child who needs help (5+); and is well informed about occupational-vocational resources in the school and community (5+). See Table 26.

The *highest* ratings the second year by this group were given to the following counselor tasks; works smoothly with people of different backgrounds (6); assists individual students with school programming, course selection, and other school problems (6); talks with parents about their child who needs help (5+); talks with students about educational-vocational plans (5+); works with students who have personal problems (5+); and helps students work toward more personal goals (5+).

Lowest ratings went to the following counselor tasks the first year: provide help in implementing remedial programs in the classroom (3+); provides consultation in developing curriculum (3+); provides consultation relative to in-service for staff (3+); provides process observation in the classroom for teachers (3+); provides consultation regarding school organization (3+); and helping with problems dealing with organizational-administrative aspects (3).

Second year *lowest* mean scores went to the following counselor tasks: provides consultation regarding classroom group dynamics (3+); provides consultation regarding curriculum (3+); encourage students to explore their concerns, about dating, marriage, and other social relationships (3+); provides help in implementing remedial programs in the classroom (3); helpful in dealing with problems regarding organizational-administrative aspects (2+); and provides process observation in the classroom for teachers (2+).

The control *counselors* prepared under CEP No. 2 (Table 26) gave the *highest* mean scores to the following tasks the first year: fosters a democratic climate in his/her work (6); works with individual students who have personal problems (6); helps to assist by providing information on handicapped students (5+); and with students with emotional problems (5+); offers suggestions for students with behavior problems (5+); provides a resource for referral of students (5+); encourages interested students to study occupational materials (5+); works well with people of different background (5+); makes clear what services the counselor provides (5+); makes appropriate referrals (5+); helps students work toward more personal goals (5+); talks with students about their educational-vocational plans (5+); participates in case conferences (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); and talks with parents whose child needs help (5+).

The second year this group assigned the *highest* mean scores to the following tasks (all tied scores 6.00): assists in the educational process by providing information on students with emotional problems; makes clear what information about students is disclosed and what is confidential; give students information about college and/or vocational schools in subject-matter areas; fosters a democratic climate in his/her work and serves as a model to others; encourages students interested in careers to study occupational materials; talks with parents about their child who needs help; draws staff attention to students who have special problems; and talks with students about their educational-vocational plans.

The control *counselors* rated the following tasks with the *lowest* scores the first year: help administer standardized tests (3+); use test results to plan or modify classroom teaching (3); provide process observation to classroom for the teacher (3+); helpful in dealing with organizational-administrative problems (3+); and provides consultation regarding school organization (3+).

The second year's lowest scores assigned by this group went to the following tasks: helpful in dealing with classroom problems (4); and organizational-administrative aspects (4); provides help in implementing remedial programs in the classroom (4); uses student school information for individualized assignments (4); helps students learn the skills of getting along with others (3+); uses test results to plan or modify classroom teaching (3+); provides classroom process observation for teachers (3+); and attempts to help teachers develop a classroom which permits free and open discussion (3+).

Counselor Educators - CEP No. 2

6. The CEP No. 2 *counselor educators* assigned their *highest* ratings to the following tasks (Table 26): helpful in promoting personal growth and self-exploration (5+); works smoothly with people of different backgrounds (5+); makes clear what services the school counselor provides (5+); talks with parents whose child needs help (5+); makes clear what student information may be disclosed and what is confidential (5+); fosters a democratic climate in his/her work and serves as a model for

open communication (5+); encourage students to explore their concerns about dating, marriage, and other social relationships (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); works with individual students who have personal problems (5+); and helps students work toward more personal goals (5+).

The *lowest* values given by these *counselor educators* went to the following tasks: helps plan students' programs (3); provides personal information on students for the cumulative folder (3); places information of value to staff into student folders (2+); helpful in suggesting ways to make changes in school classroom climate (2+); and helps administer standardized tests (2+).

Perception of Counselor Tasks (PO/CT) - CEP No. 3

Experimental Counselor Schools (Secondary)

7. The following tasks the first year received the *highest* values by the experimental *teachers* associated with these counselor schools (Table 27): makes it clear what services the counselor should provide (5+); refers students who need assistance of a psychologist, social worker, etc. (5+); participates in case conferences (5+); works well with people of different background (5+); and attends guidance oriented teachers' meetings (5+).

The second year the following tasks received the *highest* ratings by this group: helps to assist in the educational process with information on students with personal problems (5+); draws staff attention to students with personal problems (5+); talks with parents whose child needs help (5+); participates in case conferences (5+); makes clear what services the counselor provides (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); and works with individual students with personal problems (5+).

The *lowest* values assigned by this group the first year went to: helpful in suggesting ways to make changes in classroom climate (3+); helpful with problems dealing with organizational-administrative aspects (3+); provides consultation in school organization (3); provides process observation of the classroom for the teacher (2+); and provides consultation on developing curriculum (2+).

The second year the *lowest* ratings went to these tasks: provides consultation in dealing with dynamics of child development (3+); provides consultation regarding enhancing the classroom learning climate (3+); provides consultation in school organization (3); uses test results to plan or modify classroom teaching (3); provides consultation regarding classroom group dynamics (2+); and provides consultation on developing curriculum (2+).

The Experimental *administrators* the first year showed that their *highest* essentialness ratings went to the following tasks (all tied scores 6.00): helps by providing information on students with home problems; works well with people of different backgrounds; talks with parents whose

Table 27

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 3 Experimental and Control Groups Both Years

Task	Year	Teachers Exper. (N = 12)	Teachers Con. (N = 14)	Administrators Exper. (N = 7)	Administrators Con. (N = 4)	Counselors Exper. (N = 3)	Counselors Con. (N = 3)	Counselor Educator (N = 6)
1*	1	5.33	4.43	5.50	4.50	4.67	3.67	3.67
	2	4.73	3.69	5.43	4.25	4.67	4.33	
2	1	4.75	4.14	5.50	4.50	4.67	4.00	4.33
	2	4.82	4.00	5.00	4.50	4.67	4.67	
3_A	1	3.92	4.85	5.50	4.67	5.67	5.67	4.17
	2	4.09	4.69	4.71	4.75	4.67	4.67	
3_B	1	4.17	4.57	5.50	4.67	5.67	5.67	4.17
	2	3.91	4.88	4.86	4.75	4.67	4.67	
3_C	1	4.75	5.38	5.50	4.83	6.00	5.67	4.67
	2	5.91	5.31	5.29	5.50	4.67	5.33	
3_D	1	4.83	5.69	5.50	5.00	6.00	5.33	4.50
	2	5.45	5.56	5.29	5.50	4.67	5.67	
3_E	1	4.92	5.23	6.00	4.67	6.00	5.67	4.00
	2	4.09	5.38	5.43	5.25	5.00	5.67	
3_F	1	3.67	4.43	5.50	4.50	5.67	4.67	4.17
	2	3.64	4.38	4.71	5.75	4.67	5.00	
4	1	5.25	4.57	4.50	4.33	6.00	5.33	4.33
	2	4.00	4.63	3.29	4.00	6.00	4.33	
5	1	3.92	3.50	5.50	3.83	5.33	5.33	4.50
	2	3.82	3.44	3.00	4.50	6.00	5.00	
6	1	4.92	4.79	4.50	4.33	6.00	6.00	4.83
	2	5.27	5.50	4.57	4.50	6.00	5.67	
7	1	5.08	5.00	5.50	5.33	6.00	5.33	4.50
	2	4.82	5.44	5.00	5.50	5.67	5.67	
8_A	1	3.67	4.86	5.50	4.33	6.00	5.33	5.17
	2	3.64	4.75	4.29	5.25	6.00	5.00	
8_B	1	5.00	5.36	5.00	5.33	6.00	5.33	4.83
	2	4.64	5.31	5.00	5.50	5.67	5.33	
8_C	1	3.08	3.73	2.50	3.17	4.67	3.67	4.17
	2	3.18	2.69	2.86	5.75	5.67	4.33	
9	1	4.50	4.79	4.00	4.67	3.00	3.67	2.50
	2	5.00	4.50	4.00	2.50	3.67	3.33	
10	1	3.33	4.36	4.50	4.83	6.00	4.67	5.00
	2	3.91	3.50	3.00	4.75	6.00	5.33	
11	1	4.67	5.36	5.50	4.50	5.67	5.00	3.17
	2	4.91	4.38	5.29	4.75	5.00	5.67	
12	1	3.25	4.50	4.00	3.83	5.67	4.67	4.67
	2	3.36	3.00	3.57	4.75	5.67	5.00	
13	1	5.00	4.79	5.00	4.17	2.67	5.00	2.67
	2	4.82	4.25	4.14	4.75	2.33	2.67	
14	1	3.58	3.64	5.00	4.00	4.33	3.33	5.33
	2	3.55	3.19	3.14	3.75	4.67	4.33	
15	1	4.58	4.57	5.00	4.33	5.67	5.33	5.00
	2	4.18	4.88	4.43	4.50	6.00	5.67	
16	1	3.58	3.86	3.00	3.83	3.67	4.00	4.33
	2	3.36	2.69	3.71	3.75	3.33	3.00	

*Refers to items on Perception of Counselor Tasks Questionnaire, P. 363.

Table 27 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks
Counselor Education Program No. 3
Experimental and Control Groups Both Years

Task	^{a}Year	Teachers		Administrators		Counselors		Counselor Educator (N = 6)
		Exper. (N = 12)	Con. (N = 14)	Exper. (N = 7)	Con. (N = 4)	Exper. (N = 3)	Con. (N = 3)	
17	1	5.08	4.79	5.50	5.17	6.00	4.33	4.50
	2	4.82	5.06	3.71	5.25	5.67	5.00	
18	1	3.42	3.79	4.50	3.33	5.33	4.67	5.00
	2	4.09	3.13	3.14	4.25	6.00	4.33	
19	1	4.75	4.36	5.50	3.83	5.33	4.67	4.50
	2	4.55	4.31	4.14	4.25	5.67	5.00	
20_A	1	3.50	4.21	5.00	3.67	6.00	5.67	4.83
	2	2.73	3.50	3.71	3.75	6.00	5.67	
20_B	1	3.67	3.79	4.00	4.33	5.00	5.67	4.83
	2	3.09	3.50	3.71	3.25	6.00	5.67	
20_C	1	2.58	3.36	4.00	3.00	4.33	5.00	5.50
	2	2.55	2.06	3.71	2.25	5.00	3.67	
20_D	1	3.42	4.07	4.50	3.67	6.00	5.00	5.17
	2	3.09	2.63	3.43	4.00	6.00	5.67	
20_E	1	3.83	3.93	4.50	4.00	4.00	5.33	5.33
	2	4.00	3.44	3.43	4.50	5.00	5.33	
21	1	4.50	4.21	4.00	3.83	4.67	4.33	4.17
	2	4.36	3.69	4.14	3.00	4.33	3.67	
22_A	1	3.00	3.00	2.50	2.50	5.33	3.67	4.17
	2	3.00	2.19	3.14	3.50	5.67	3.33	
22_B	1	4.08	4.07	5.00	4.00	4.00	3.67	3.83
	2	4.09	3.94	4.86	3.50	4.67	2.67	
22_C	1	3.50	3.36	2.50	3.17	4.67	3.67	4.33
	2	3.18	2.94	3.71	2.50	5.67	3.33	
22_D	1	3.17	4.00	4.50	3.83	5.67	4.67	4.83
	2	3.27	3.38	3.29	4.25	6.00	5.00	
23	1	4.33	4.50	4.50	4.67	4.67	3.67	4.33
	2	4.27	4.50	4.57	3.25	4.00	3.33	
24	1	4.58	5.14	5.00	4.33	6.00	6.00	5.17
	2	4.55	5.25	3.86	4.25	6.00	5.67	
25	1	4.83	4.93	5.00	4.33	4.67	3.33	4.17
	2	4.91	4.44	4.14	3.00	4.33	3.67	
26	1	5.50	5.93	6.00	5.50	5.67	6.00	4.50
	2	5.45	5.50	4.29	5.00	6.00	6.00	
27	1	3.92	3.79	5.00	3.83	3.00	2.33	2.83
	2	4.18	3.50	4.43	3.25	3.67	1.33	
28	1	5.42	4.50	4.50	4.33	5.67	3.00	4.83
	2	5.00	4.94	4.57	4.00	5.33	2.33	
29	1	3.33	3.14	5.00	3.33	4.00	3.67	4.50
	2	3.00	3.56	3.29	2.50	5.00	2.00	
30	1	5.67	5.57	5.50	5.17	6.00	5.33	4.83
	2	5.64	5.25	4.57	4.25	6.00	5.67	
31	1	4.67	4.36	5.00	3.50	6.00	4.67	4.67
	2	3.91	4.56	3.29	3.50	5.67	5.67	
32	1	4.25	4.57	5.00	3.83	4.67	5.33	4.50
	2	4.00	5.00	3.43	5.00	6.00	5.00	
33	1	3.42	3.93	4.50	3.00	5.00	4.67	4.00
	2	3.36	3.69	2.86	3.00	5.33	5.00	

Table 27 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 3 Experimental and Control Groups Both Years

Task	Year	Teachers Exper. (N = 12)	Teachers Con. (N = 14)	Administrators Exper. (N = 7)	Administrators Con. (N = 4)	Counselors Exper. (N = 3)	Counselors Con. (N = 3)	Counselor Educator (N = 6)
34	1	3.33	3.93	4.50	3.33	4.00	4.67	4.33
	2	3.75	3.56	3.43	2.50	5.00	3.33	
35	1	4.75	4.64	5.50	4.33	4.00	4.33	3.67
	2	3.45	4.88	4.00	4.00	4.33	5.00	
36	1	2.83	3.50	3.00	2.83	6.00	5.33	5.17
	2	3.18	3.81	3.71	4.25	6.00	5.67	
37	1	4.25	3.79	3.50	4.33	3.00	4.33	2.33
	2	4.36	4.75	3.71	3.50	3.33	4.00	
38	1	5.17	4.93	5.00	4.67	5.67	5.67	4.50
	2	5.36	4.88	5.00	5.00	5.67	6.00	
39	1	5.50	5.36	5.50	4.50	6.00	5.67	5.17
	2	5.55	5.50	4.71	5.25	5.67	5.33	
40	1	5.25	5.29	6.00	5.50	6.00	5.67	5.00
	2	5.82	5.63	5.29	5.50	6.00	6.00	
41	1	5.25	5.50	5.50	4.83	5.33	5.67	4.83
	2	5.18	5.06	5.29	4.00	5.67	5.00	
42	1	4.58	4.93	5.00	4.50	5.00	5.33	4.50
	2	4.82	4.69	5.00	4.50	4.33	4.33	
43	1	5.25	4.86	5.00	5.00	6.00	5.00	5.00
	2	4.00	4.50	5.14	5.50	6.00	6.00	
44	1	5.58	5.79	5.50	5.33	5.67	5.67	4.17
	2	5.64	5.44	5.71	5.25	5.67	6.00	
45	1	5.33	5.64	5.00	5.17	6.00	5.00	4.83
	2	5.09	5.19	5.14	4.75	6.00	5.33	
46	1	5.58	5.71	5.50	5.50	6.00	5.67	4.83
	2	5.73	5.44	5.43	5.50	6.00	6.00	
47	1	4.83	5.14	5.50	5.17	5.33	6.00	4.83
	2	4.64	5.38	5.43	5.25	6.00	6.00	
48	1	5.33	5.43	5.50	5.17	6.00	5.33	4.33
	2	5.91	5.31	5.00	5.25	5.00	5.33	
49	1	5.08	5.00	5.50	4.00	4.00	4.33	3.17
	2	4.64	5.06	4.57	4.75	3.67	3.33	
50	1	5.17	5.14	6.00	4.50	5.33	5.67	4.33
	2	4.91	4.50	4.00	3.75	5.00	3.67	
51	1	5.17	5.29	6.00	5.17	5.67	6.00	4.33
	2	5.64	5.56	4.43	5.50	5.33	5.67	
52	1	5.08	5.21	5.50	4.83	6.00	5.67	5.00
	2	5.27	5.44	4.29	5.00	6.00	6.00	
53	1	4.00	4.14	4.50	3.33	6.00	5.67	4.83
	2	3.27	3.94	3.14	4.25	6.00	5.00	

child needs help; talks with students about their educational-vocational plans; and works with individual students with personal problems. (Table 27).

Second year *highest* values of this group went to these tasks: refers students who need assistance from a psychologist, a social worker, etc. (5+); helps interpret test scores to facilitate better teaching, student understanding, or appropriate use of study time (5+); helps by providing information on unmotivated or underachieving students (5+); participates in case conferences (5+); and has knowledge of school staff and what they service they offer (5+).

The *lowest* values assigned by this group of experimental *administrators* the first year went to the following tasks: provides help in implementing remedial programs in the classroom (3); provides classroom process observation for the teacher (3); helpful in dealing with problems relative to organizational-administrative aspects (2+); provides consultation on school organization (2+); and with program development and evaluation (2+).

The *lowest* ratings by this group the second year went to these tasks: provides consultation regarding school organization (3+); helps teachers develop class atmosphere to encourage open and free discussions (3+); helps teachers to understand normal growth and development (3); helpful in promoting personal growth and self-exploration (3); helpful in dealing with problems relating to organizational-administrative aspects (2+); and explores with students the use of leisure time (2+).

The experimental *counselors* associated with these secondary schools (Table 27) the first year gave *highest* mean scores to these tasks (all tied scores 6.00): helps by providing information on students with emotional problems, students with home problems, unmotivated or underachieving students; makes clear what student information may be disclosed and what is confidential; concrete and specific in his communication; offers suggestions to help in coping with students who have behavior problems; helpful in dealing with classroom group dynamics, learning climate, minority, etc.; and personal-social-emotional or family problems; helpful in promoting personal growth and self-exploration; helps parents understand their children's problems; provides consultation with classroom group dynamics; and in developing or enhancing the classroom learning environment; fosters a democratic climate in his work; makes clear what services a counselor provides; encourage students to explore their concerns about dating, marriage, and other social relationships; provides process observation in the classroom for teachers; attends teachers' meetings concerned with guidance; talks with parents whose child needs help; keeps in touch with school staff; appears well-read and up-to-date in his profession; participates in case conferences; draws staff attention to students with problems or handicaps; helps students work toward more personal goals; and attempts to help teachers develop a classroom which permits open and free discussions.

The second year this experimental group of counselors assigned their *highest* values to these tasks (all tied scores 6.00): makes clear what student information may be disclosed and what is confidential; helps teachers understand normal growth and development; concrete and specific in his/her communications; helpful with classroom dynamics, learning climate, minority, etc.; helpful in promoting personal growth and self-exploration; helps students learn the skills of getting along with others; involved with staff regarding in-service and workshops; provides consultation with classroom group dynamics, on dynamics of child development, enhancing classroom learning climate; in-service to school staff; fosters a democratic climate in his/her work; works well with people of different backgrounds; makes clear what services school counselors provide; initiates and continues contact with minority or disadvantaged students; provides process observation of classroom for teachers; talks with parents whose child needs help; keeps in touch with school staff; appears to be well-read and up-to-date in his/her profession; participates in case conferences; has knowledge of all school staff and what service they provide; helps students work toward more personal goals; and attempts to develop with teachers a classroom atmosphere where students may discuss their own ideas freely.

In the opposite direction were those tasks rated with the *lowest* essentialness scores by this group the first year: provides help in implementing remedial programs in the classroom (3+); places information of value to staff into student folders (3); helps administer standardized tests (3); provides personal information on students for the cumulative folder (3); and helps plan students' program (2+).

Also given the *lowest* essentialness values by this group were the following second year tasks: places information of value to staff into student folders (3+); helps administer standardized tests (3+); provides help in implementing remedial programs in the classroom (3+); provides personal information on students for the cumulative folder (3+); and helps plan students' programs (2+).

Control Counselor Schools (Secondary)

8. The control *teachers*, involved with these schools (Table 27) rated these tasks with the *highest* mean scores the first year: works well with people of different backgrounds (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); participates in case conferences (5+); helps by providing information on students with home problems (5+); and appears well-read and up-to-date in his/her profession (5+).

Second year *highest* essentialness values went to the following counselor tasks: talks with parents whose child needs help (5+); helps by providing information on students with home problems (5+); works with individual students with personal problems (5+); concrete and specific in his/her communication (5+); works well with people of different backgrounds (5+); and attends teachers' meetings which discuss guidance matters (5+).

This control teachers group assigned the first year's *lowest* scores to the following counselor activities: helps teachers understand normal growth and development (3+); provides process classroom observations for teachers (3+); provides consultation in developing curriculum (3+); provides consultation in program planning and evaluation (3+); uses test results to plan or modify classroom teaching (3+); and provides consultation on school organization (3).

The second year this group gave their *lowest* ratings to this set of counselor tasks: helpful in dealing with problems regarding organizational-administrative aspects (2+); provides help in implementing remedial programs in the classroom (2+); provides consultation in dealing with enhancing the classroom learning climate (2+); provides consultation on school organization (2+); and provides consultation regarding curriculum development (2+).

Control *administrators* involved with these counselor schools (Table 27) the first year assigned their *highest* score values to the following tasks: works well with people of different backgrounds (5+); talks with parents whose child needs help (5+); participates in case conference (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); offers suggestions to help with students with behavior problems (5+); and helpful in dealing with problems of a personal-social-emotional family nature (5+).

The second year this group's mean scores revealed the following to be the *highest* favored counselor tasks: helps to assist by providing information on "other" students (5+); helps to assist by providing information on students with emotional problems (5+); and students with home problems (5+); offers suggestions to help with students who have behavior problems (5+); helpful with problems of a personal-social-emotional or family nature (5+); talks with parents whose child needs help (5+); keeps in touch with school staff (5+); participates in case conferences (5+); and works with individual students with personal problems (5+).

This set of counselor tasks received the *lowest* mean scores the first year by this group: helpful in dealing with problems of an organizational-adminsitrative nature (3+); provides consultation with program development and evaluation (3+); provides consultation on curriculum development (3+); explores with students the use of leisure time (3+); provides process observation of the classroom for the teacher (2+); and provides consultation on school organization (2+).

The second year's *lowest* values assigned by this control group went to the following set of tasks: places information of value to staff into student folders (2+); provides consultation regarding program development and evaluation (2+); uses test results to plan or modify classroom teaching (2+); helps in providing information about career development theory in classroom curriculum planning (2+); and provides consultation with curriculum development (2+).

The *counselors* involved with these control schools (Table 27) assigned the *highest* values the first year to the following tasks (all tied scores - 6.00): concrete and specific in his/her communications; fosters a democratic climate in his work setting; works well with people of different backgrounds; has knowledge of all school staff and what service they provide; and works with individual students who have personal problems.

The second year the *highest* scores of this control group went to the following counselor tasks (all tied scores - 6.00): works well with people of different backgrounds; makes appropriate referrals; talks with parents whose child needs help; keeps in touch with school staff; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; has knowledge of school staff and the service they may provide; and helps students work toward more personal goals.

The *lowest* mean scores of this group went to these counselor tasks the first year: helps interpret test scores (3+); helpful with organizational-administrative problems (3+); places information of value to staff into student folders (3+); provides consultation on school organization (3+); on school-wide testing programs (3+); on program development and evaluation (3+); give students information about college/vocational schools in teacher's subject-matter area (3+); suggest ways to develop developmental guidance units in the classroom (3+); encourages students with career interest to study occupational materials (3+); provides information or research on follow-up counseling in the school (3); and helps administer standardized tests (2+).

The second year the *lowest* essentialness mean scores awarded by this counselors' group went to the following tasks: helps plan student's program of studies (2+); provides consultation relative to school-wide testing (2+); provides information or research following up counseling in the school (2+); uses test results to plan or modify classroom teaching (2); and helps administer standardized tests (1+).

Counselor Educators - CEP No. 3

9. The *Counselor educators* involved with CEP No. 3 rated the following tasks with their *highest* mean values: provides consultation relative to developing curriculum (5+); suggests ways to develop effective developmental guidance units in the classroom (5+); helpful in dealing with problems involved in the classroom (group dynamics, learning climate, minority, etc.) (5+); consultation relative to enhancing the learning climate in the classroom (5+); fosters a democratic climate in his/her work (5+); provides process observation in the classroom for the teacher (5+); and attends teachers' meetings which discuss guidance matters (5+).

The *lowest* ratings assigned by these college teachers were given to the following counselor tasks: provides a resource for the referral of students (3+); assists individual students in school programming, course selection, and other school problems (3+); helps administer standardized tests (2+); helps plan students' programs (2+); places information of value to staff into the student folders (2+); and provides personal information on students for the cumulative folder (2+). See Table 27.

Perception of Counselor Tasks (POCT) - CEP No. 4

Experimental Counselor Schools (Elementary)

10. The experimental *teachers* associated with these elementary school counselors (Table 28), gave their *highest* essentialness ratings to the following tasks the first year: help by providing information on students with emotional problems (5+); offers suggestions to help in coping with students who have behavior problems (5+); talks with parents whose child needs help 5+); works well with people of different backgrounds (5+); and makes clear what services the school counselor provides (5+).

Second year designations with the *highest* mean scores by this group include the following tasks: participates in case conferences (5+); works with students who have personal problems (5+); works well with people of different backgrounds (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); helps students learn how to get along with others (5+); talks with parents whose child needs help (5+); and helps students work toward more personal goals (5+).

Lowest scores given by this experimental group the first year include: provide consultation regarding curriculum (3), and school organization (3); helpful with problems dealing with organizational-administrative aspects (2+); consultation regarding the school-wide testing program (2+); uses test results to plan or modify classroom teaching (2+); and helps administer standardized tests (2+).

The second year's *lowest* rated counselor tasks went to: helpful in dealing with problems regarding organizational-administrative aspects (3+); give students information about college or vocational schools in subject-matter areas (3+); helps administer standardized tests (3+); provides consultation on school organization (3+), and in dealing with curriculum (3).

Experimental *administrators* identified with these counselor schools (Table 28) assigned their *highest* ratings to the following tasks the first year: talks with parents whose child needs help (6); helps parents understand their children's problems (5+); works well with people of different backgrounds (5+); helps students work toward more personal goals (5+); offers suggestions on how to cope with students who have behavior problems (5+); refers students who need assistance from a psychologist, social worker, etc. (5+); and works with students who have personal problems (5+).

The second year's *highest* ratings given by this group went to the following tasks (all tied scores - 6.00): helpful in dealing with personal-social-emotional or family problems; works well with people of different backgrounds; makes appropriate referrals; attends teachers' meetings which discuss guidance matters; talks with parents whose child needs help; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; draws staff attention to students who evidence special problems or handicaps, and those with

Table 28

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 4 Experimental and Control Groups Both Years

TASK	Year	Teachers		Administrators		Counselors		Counselor Educator (N = 5)
		Exper. (N = 19)	Con. (N = 18)	Exper. (N = 7)	Con. (N = 6)	Exper. (N = 4)	Con. (N = 4)	
1*	1	3.79	4.63	4.29	5.33	3.67	5.25	4.60
	2	4.21	4.39	4.20	5.40	3.50	4.50	
2	1	3.84	4.43	3.86	4.83	4.67	4.50	4.80
	2	4.37	4.11	4.20	3.20	3.75	4.00	
3_A	1	4.37	4.47	5.14	4.17	5.00	5.00	4.60
	2	4.58	4.89	5.00	5.00	5.25	5.75	
3_B	1	4.16	4.13	4.29	3.50	4.67	5.00	4.60
	2	4.63	4.33	3.20^{21b}	4.20	5.50	5.50	
3_C	1	5.84^{1}	5.20	5.29	5.17	5.67	5.75	4.80
	2	5.37	5.61^{1}	5.80	5.60	6.00^{1a}	6.00^{1a}	
3_D	1	5.53	5.33	5.71	5.33	5.67	5.50	4.60
	2	5.42	5.50^{3a}	5.80	5.80^{2a}	6.00^{1b}	5.75	
3_E	1	4.63	4.90	5.57	5.67^{1a}	5.67	5.25	4.80
	2	4.89	5.39	5.40	5.00	6.00^{1c}	5.75	
3_F	1	3.74	4.17	4.71	3.83	5.00	5.00	4.80
	2	4.15	4.78	4.80	3.60	5.25	5.75	
4	1	4.42	3.90	3.43^{20b}	4.17	4.00	4.50	5.20
	2	4.26	4.00	5.00	4.80	3.75	5.25	
5	1	4.47	3.87	4.43	5.17	5.67	5.75	5.60
	2	3.74	4.00	3.80	4.60	5.25	6.00^{1b}	
6	1	5.32	4.97	5.29	5.00	5.33	5.25	5.80^{2a}
	2	5.21	5.33	5.80	5.40	5.00	5.75	
7	1	5.79^{2b}	5.13	5.71^{1a}	5.50^{2a}	5.67	6.00^{1a}	5.60
	2	5.63	5.44	5.80	5.80^{2b}	5.75	6.00^{1c}	
8_A	1	4.05	4.37	4.43	5.33	5.33	5.25	5.60
	2	5.21	4.94	4.60	5.60	5.50	5.75	
8_B	1	5.26	5.07	5.43	5.33	5.67	6.00^{1b}	5.20
	2	5.42	5.28	6.00^{1a}	5.60	6.00^{1d}	6.00^{1d}	
8_C	1	2.95^{21}	3.77	3.86	3.17	2.67	5.25	3.20^{22a}
	2	3.58^{20}	3.61	3.40^{21a}	3.80	3.50	4.25	
9	1	4.26	4.20	4.43	3.83	3.67	4.50	3.60^{20a}
	2	4.16	4.17	5.00	4.60	3.25	4.25	
10	1	4.21	4.37	4.57	4.67	6.00^{1a}	5.50	5.60
	2	4.84	4.72	4.60	5.20	5.75	5.75	
11	1	5.05	5.13	5.00	4.17	5.33	5.75	5.20
	2	5.26	5.11	5.80	5.00	5.75	5.75	
12	1	3.79	3.50	4.14	4.33	4.67	6.00 lc	5.20
	2	4.32	4.44	3.80	4.20	[illegible].00	5.50	
13	1	3.47	3.07^{22}	4.14	3.17	1.33^{22}	4.25	3.80
	2	3.89	3.83	4.60	4.20	2.25	[illegible].75	
14	1	5.37	3.83	5.71	5.33	6.00^{1b}	5.25	5.40
	2	5.11	4.89	5.20	5.00	5.50	6.00^{1a}	
15	1	5.26	5.30	5.14	5.50^{2b}	6.00^{1c}	5.25	5.80^{2b}
	2	5.74^{2a}	5.50^{2b}	5.40	5.80^{2c}	6.00^{1c}	6.00^{1d}	
16	1	3.05	3.13^{21}	3.14^{22}	4.00	3.33	4.00	4.40
	2	3.89	3.44^{22}	3.60	4.20	3.25	4.00	

*Refers to items on Perception of Counselor Tasks Questionnaire, P. 363.

Table 28 (Con't.)

Various Professional Groups' Mean Ratings and Ranking of Selected Counselor Tasks Counselor Education Program No. 4 Experimental and Control Groups Both Years

TASK	Year	Teachers Exper. (N = 19)	Teachers Con. (N = 18)	Administrators Exper. (N = 7)	Administrators Con. (N = 6)	Counselors Exper. (N = 4)	Counselors Con. (N = 4)	Counselor Educator (N = 5)
17	1	5.68	5.40	5.86	5.67	5.33	6.00	5.00
	2	5.58	5.22	5.80	5.60	5.25	6.00	
18	1	4.05	3.77	4.00	3.67	5.33	4.75	5.60
	2	4.26	4.59	4.00	4.40	5.00	5.50	
19	1	4.84	4.60	4.57	4.50	5.67	6.00	5.60
	2	5.00	4.83	5.20	5.20	5.50	5.75	
20_a	1	4.21	4.40	4.57	5.17	5.67	4.75	6.00
	2	4.74	4.83	4.40	4.60	4.75	5.75	
20_b	1	4.11	4.13	5.14	5.00	6.00	5.25	5.00
	2	4.53	4.72	4.20	4.40	4.75	5.50	
20_c	1	3.00	3.23	3.57	3.33	3.33	3.75	4.60
	2	3.00	3.18	3.00	3.20	3.50	3.75	
20_d	1	3.63	3.87	4.86	5.17	5.00	6.00	6.00
	2	4.00	4.28	4.20	4.60	5.00	5.50	
20_e	1	5.32	4.97	5.29	5.17	5.67	5.00	5.80
	2	5.42	4.94	4.80	5.40	5.75	5.50	
21	1	3.16	3.50	3.43	2.00	1.33	2.50	4.40
	2	3.53	3.56	3.40	2.60	1.25	2.75	
22_a	1	3.00	3.00	3.71	2.83	2.00	4.50	3.80
	2	3.16	3.56	3.20	2.80	2.75	3.75	
22_b	1	2.84	3.90	4.14	4.17	1.33	4.50	4.40
	2	3.95	3.89	4.00	4.60	2.50	4.00	
22_c	1	3.11	3.43	4.14	4.00	5.00	4.50	4.80
	2	3.63	3.94	3.80	4.20	4.25	4.50	
22_d	1	3.84	3.40	4.71	3.50	5.33	5.50	5.60
	2	4.16	4.28	4.60	4.00	4.50	5.25	
23	1	3.11	3.93	2.71	1.17	1.00	2.50	3.20
	2	3.32	3.83	3.60	2.20	1.00	1.25	
24	1	5.42	5.10	5.29	4.83	5.33	5.50	6.00
	2	5.47	5.22	5.40	5.00	5.50	6.00	
25	1	3.74	4.13	3.71	2.83	1.00	3.50	4.40
	2	4.21	4.22	3.60	3.20	1.00	2.00	
26	1	5.74	5.37	5.86	4.33	5.67	6.00	5.80
	2	5.84	5.39	6.00	5.20	5.75	5.50	
27	1	2.63	3.70	2.43	3.50	1.00	4.00	2.80
	2	3.26	3.50	4.00	4.00	1.50	2.00	
28	1	4.37	4.57	4.57	5.00	4.00	3.50	4.60
	2	4.74	4.28	4.60	4.80	5.00	4.25	
29	1	2.84	3.93	3.86	4.50	3.67	5.00	4.20
	2	3.84	4.11	4.20	4.00	3.75	5.00	
30	1	5.74	5.17	5.57	5.17	6.00	5.75	5.80
	2	5.63	5.17	5.60	5.40	5.50	5.75	
31	1	4.37	4.17	3.00	3.67	3.00	4.75	5.60
	2	4.32	4.83	3.80	3.40	4.75	4.25	
32	1	4.95	4.53	4.86	4.00	4.67	5.50	5.20
	2	5.26	4.83	5.40	4.40	5.00	4.50	
33	1	4.11	4.10	4.00	4.00	4.00	5.50	5.40
	2	4.26	4.22	3.80	3.60	4.00	4.00	

Table 28 (Con't.)

TASK	Year	Teachers Exper. (N = 19)	Teachers Con. (N = 18)	Administrators Exper. (N = 7)	Administrators Con. (N = 6)	Counselors Exper. (N = 4)	Counselors Con. (N = 4)	Counselor Educator (N = 5)
34	1	3.74	3.53	3.86	2.50	2.00	3.50	5.20
	2	4.05	3.83	4.00	3.00	1.50	2.25	
35	1	3.32	3.97	5.14	3.67	2.67	5.25	3.60
	2	4.00	4.56	4.40	4.40	4.25	3.75	
36	1	4.16	3.90	4.86	3.00	4.00	4.75	5.20
	2	4.37	4.28	5.00	4.80	3.50	5.25	
37	1	4.68	4.43	4.43	4.00	3.33	4.00	3.40
	2	4.63	4.78	5.40	4.40	2.50	4.25	
38	1	4.84	4.70	5.29	4.17	5.33	5.50	5.40
	2	5.42	5.17	6.00	5.40	5.50	5.75	
39	1	5.32	4.97	5.00	4.83	4.67	6.00	5.80
	2	5.68	5.33	6.00	5.40	5.50	6.00	
40	1	5.79	5.67	6.00	5.50	6.00	6.00	5.00
	2	5.74	5.44	6.00	6.00	5.25	6.00	
41	1	4.42	4.47	3.43	2.50	1.33	4.00	5.00
	2	3.95	4.39	4.60	2.60	1.75	3.00	
42	1	3.84	4.30	5.00	3.67	4.33	4.50	4.80
	2	4.42	4.67	6.00	4.40	3.25	4.25	
43	1	4.58	4.90	5.57	4.17	5.67	5.50	5.60
	2	4.95	5.22	5.60	5.80	4.25	5.50	
44	1	5.63	5.33	5.71	4.83	5.33	6.00	5.20
	2	5.79	5.28	6.00	5.60	5.75	6.00	
45	1	5.53	5.33	5.57	5.33	5.67	5.75	5.80
	2	5.53	5.56	5.60	5.40	4.75	5.75	
46	1	5.26	5.67	5.57	5.67	5.33	6.00	5.40
	2	5.89	5.50	6.00	6.00	5.75	6.00	
47	1	4.53	5.03	5.14	5.33	5.67	5.75	5.80
	2	5.05	5.00	5.60	5.80	5.50	5.50	
48	1	5.11	5.07	5.29	5.17	5.67	6.00	5.00
	2	5.47	5.17	6.00	5.20	6.00	5.75	
49	1	3.95	4.20	4.29	4.00	1.00	5.00	3.60
	2	4.26	4.78	5.00	4.80	1.75	4.00	
50	1	3.74	4.23	4.00	2.84	1.33	4.25	4.80
	2	4.21	4.56	4.60	3.80	2.25	3.00	
51	1	5.68	5.77	5.71	5.50	5.33	6.00	4.20
	2	5.89	5.56	6.00	6.00	5.75	5.75	
52	1	5.63	5.57	5.86	5.67	6.00	5.75	5.40
	2	5.74	5.50	5.60	6.00	6.00	6.00	
53	1	3.95	4.67	5.00	5.00	5.67	6.00	6.00
	2	4.42	5.39	4.60	5.80	5.75	6.00	

special talent; and works with individual students with personal problems.

The *lowest* scores assigned by this experimental group the first year went to the following tasks: makes clear what student information may be disclosed and what must be confidential (3+); talks with students and teachers about careers in subject-matter areas (3+); is well informed about educational-vocational resources in the community and school (3+); provides help in implementing remedial programs in the classroom

(3+); encourages students to explore their ideas about dating, marriage, and other social relationships (3); give students information about college or vocational schools in the subject areas (2+); and helps administer standardized tests (2+).

The second year's *lowest* essentialness values went to the following tasks: helpful with problems dealing with organizational aspects (3+); talks with students and teachers about careers in subject-matter areas (3+); helps by providing information on physically handicapped students (3+); provides consultation on school organization (3+); and in developing curriculum (3).

The *counselors* associated with these experimental schools (Table 28) in the project assigned their *highest* essentialness values to the following set (all tied scores 6.00) the first year: helpful in promoting personal growth and exploration; suggests ways to develop effective developmental guidance units in the classroom; helps students learn the skills of getting along with others; provides consultation relative to the dynamics of child development; makes clear what services the school counselor provides; talks with parents whose child needs help; and helps students work toward more personal goals.

The second year the *highest* mean ratings went to the following set of tasks (all tied - 6.00): help by providing information on students with emotional problems, students with home problems, and unmotivated or underachieving students; helpful in dealing with problems of a personal-social-emotional or family nature; helps students learn the skills of getting along with others; draws attention of staff members to students who evidence special problems or handicaps; and helps students work toward more personal goals.

The *lowest* scores assigned by this experimental counselors' group went to the following counselor tasks the first year: helps plan students' programs (1+); talks to students and teachers about careers in subject-matter areas (1+); provides consultation regarding school-wide testing program (1+); is well informed regarding educational-vocational resources in the school and community (1+); talks with students about their educational-vocational plans (1+); give students information about college or vocational schools in teacher's subject area (1); encourages students who show career interest to study occupational materials (1); helps administer standardized achievement tests (1); and assists students in school programming, course selection, and related school problems (1).

The *lowest* second year ratings by this experimental counselor's group went to these tasks: helps administer standardized tests (1+); helps in providing information on career development theory in classroom curriculum planning (1+); talks with students and teachers about careers in subject-matter areas (1+); give students information about college or vocational schools in teacher's subject area (1); and encourages students who show career interest to study occupational materials (1).

Control Counselor Schools (Elementary)

11. The control *teachers* associated with these elementary school counselors (Table 28) assigned their *highest* essentialness ratings to the following tasks the first year: works with students who have personal problems (5+); talks with parents whose child needs help (5+); participates in case conferences (5+); helps students work toward more personal goals (5+); and appears to be well-read and up-to-date in his/her profession (5+).

The second year the highest ratings went to the following counselor tasks: helps by providing information on students with emotional problems (5+); appears well-read and up-to-date in his/her profession (5+); works with individual students who have personal problems (5+); helps to assist by providing information on students with home problems (5+); helps students learn how to get along with others (5+); participates in case conferences (5+); and helps students work toward more personal goals (5+).

The *lowest* rated tasks the first year by this control teachers' group included - consultation on program development and evaluation (3+), and developing curriculum (3+); provides help in implementing remedial programs in the classroom (3+); helps plan students' programs (3+); and provides consultation regarding school organization (3).

This control group's second year *lowest* ratings were assigned to the following tasks: talks with students and teachers about careers (3+); provides consultation on school organization (3+); helps administer standardized tests (3+); provides help in implementing remedial programs in the classroom (3+); and provides consultation in developing curriculum (3+).

Administrators involved with these control counselor schools (Table 28) gave their *highest* ratings to the following set of counselor tasks the first year: helps by providing information on unmotivated or underachieving students (5+); helps parents understand their children's problems (5+); participates in case conferences (5+); helps students work toward more personal goals (5+); offers suggestions on students with behavior problems (5+), helps students learn the skills of getting along with others (5+); talks with parents whose child needs help (5+); and works with students who have personal problems (5+).

The second year these tasks received the *highest* ratings: talks with parents whose child needs help (6); participates in case conferences (6); works with individual students who have personal problems (6); helps students work toward more personal goals (6); helps by providing information on students with home problems (5+); offers suggestions on how to cope with students with behavior problems (5+); helps students learn the skills of getting along with others (5+); has knowledge of school staff and what service they provide (5+); and attempts to help teachers develop class atmosphere in which students may freely discuss divergent ideas (5+).

The *lowest* mean ratings assigned by this control *administrators'* group the first year included the following tasks: provides consultation regarding school organization (2+); encourages students who show career interest to study occupational materials (2+); talks with students about educational-vocational plans (2+); helps with information on career developmental theory for classroom curriculum planning (2+); is well informed regarding educational-vocational resources in the school and community (2+); talks with students and teachers about careers (2); and give students information about college and/or vocational schools (1+).

The second year this control group's *lowest* ratings went to the following counselor tasks: helps with information on career development theory in classroom curriculum planning (3); provides consultation on school organization (2+); talks with students and teachers about careers (2+); is well informed regarding educational-vocational resources in the community (2+); and give students information about college and/or vocational schools (2+).

The control *counselors* (Table 28) in assigning values to the various tasks gave their *highest* ratings to these duties the first year (all tied scores - 6.00): offers help with students who have behavior problems; helpful with problems of a personal-social-emotional or family area; helpful in suggesting ways to change classroom climate; helps parents understand their children's problems; suggest ways in which the guidance may be helpful to others; provides consultation in enhancing the classroom learning climate; works well with persons of different backgrounds; attends teachers' meetings which discuss guidance matters; talks with parents whose child needs help; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; draws staff attention to students who evidence special problems or handicaps; works with individual students who have personal problems; and attempts to help teachers develop a class atmosphere where students may even discuss ideas divergent from the teachers.

The second year this control group assigned the following set (all with tied scores - 6.00) of tasks the *highest* ratings out of the 67 group of tasks: helps teachers to understand normal growth and development; offers suggestions on how to cope with students with behavior problems; helpful with problems of a personal-social-emotional or family nature; suggests ways to develop effective developmental classroom guidance units; helps students with skills they need to get along with others; helps parents understand their children's problems; fosters a democratic climate in his/her work; attends teachers' meetings which take up guidance matters; talks with parents whose child needs help; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; helps students work toward more personal goals; and attempts to help teachers develop an open classroom where ideas perhaps different from their own may be discussed by students.

In the opposite direction were those five tasks which received the *lowest* ratings the first year: provides consultation relative to developing curriculum (3+); encourages students who show career interest to study occupational materials (3+); helps in providing information on career development theory in classroom planning (3+); talks with students and teachers about careers (2+); and give students information about college or vocational schools (2+).

The second year's *lowest* ratings given by these control *counselors* went to the following tasks: provides consultation relative to developing curriculum (3+); encourages students who show career interest to study occupational materials (3+); helps in providing information on career development theory in classroom curriculum planning (3+); talks with students and teachers about careers (2+); and give students information about college or vocational schools (2+).

Counselor Educators - CEP No. 4

12. The *counselor educators* associated with both these experimental and control school counselors assigned their *highest* ratings to the following tasks (Table 28): provides consultation about classroom dynamics (6); and enhancing learning climate in the classroom (6); fosters a democratic climate in his/her work serving as a model to others (6); attempts to help teachers develop a class atmosphere which permits open and free student discussions (6); helps students learn the skill of getting along with others (5+); provides consultation on using guidance materials in the classroom (5+); works well with persons of different backgrounds (5+); makes clear what services the counselor provides (5+); attends teachers' meetings where guidance matters are discussed (5+); appears well-read and up-to-date in his/her profession (5+); and has knowledge of school staff and what services they provide (5+).

This group of *counselor educators* assigned their *lowest* ratings to the following set of counselor tasks: places information of value to staff into student folders (3+); uses information in the school about students in making individualized assignments (3+); assists individual students with school programming (3+); provides personal information on students for the cumulative folder (3+); helpful with problems of an organizational-administrative nature (3+); give students information about college and vocational schools (3+); and helps administer standardized tests (2+).

Rank Intercorrelations on the POCT between the Professional Groups Associated with CEP No. 1

The second aspect of this analysis was concerned with an examination of how the various professional groups associated with CEP No. 1 related to each other in the overall rankings of these 67 counselor tasks. To answer this question the Spearman rank order method of correlation was used both years and the results are presented in Table 29.

Experimental Counselor Schools (Secondary)

13. The experimental *teachers* involved with these counselor schools (Table 29) in the Spearman rank order method of correlation showed greatest agreement on the 67 counselor task list with their control peers both years (high 80's and low 90's). Very close was their agreement with their own administrators (mid to high 80's). The first year's closeness to their own counselors and the control administrators (low 80's) decreased the second year (high 50's and 60's). Closeness while significant both years with the control counselors was less than the others above (high 40's and low 50's). The least agreement was with the counselor educators (high 30's).

The experimental *administrators* in this group (Table 29) were closest to their own teachers (mid to high 80's) in agreement on the 67 counselor tasks both years. Next was very high agreement with the control teachers (high 70's and low 80's). Not far behind was the closeness to their own counselors (high 60's and 70's). First year's closeness to the control administrators (low 70's) dropped the second year (low 50's). The least agreement was with the counselor educators (low 30's and 40's).

The *counselors* in the experimental group (Table 29) while very close

Table 29
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward a Selected Set of Counselor Tasks
Counselor Education Program No. 1
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	26	1st	1.00	89**	85**	81**	84**	46**	38*
		2nd	1.00	93**	87**	59**	68**	54**	38*
Teacher (C)	25	1st	89**	1.00	79**	81**	81**	51**	43**
		2nd	93**	1.00	82**	60**	63**	53**	40*
Administrator (E)	9	1st	85**	79**	1.00	72**	79**	42*	30*
		2nd	87**	82**	1.00	52**	69**	55**	40*
Administrator (C)	7	1st	81**	81**	72**	1.00	67**	50**	40*
		2nd	59**	60**	52**	1.00	45**	40*	27
Counselor (E)	4	1st	84**	81**	79**	67**	1.00	49**	45**
		2nd	68**	63**	69**	45**	1.00	64**	58**
Counselor (C)	4	1st	46**	50**	42*	50**	49**	1.00	78**
		2nd	54**	53**	55**	40*	64**	1.00	77**
Counselor Educator	5	1st	38*	43**	30*	40*	45**	78**	1.00
		2nd	38*	40*	40*	27	58**	77**	1.00

* Significant at .05 level.
** Significant at .01 level.

to both teacher groups (low 80's) moved away from each other the second year (60's). They also moved a little away from the experimental administrators (from high 70's to high 60's) the second year. In a similar way, although not as much in agreement, they decreased in closeness to the control administrators (high 60's down to mid 40's). The modest closeness to their control peers (high 40's) increased the second year (low 60's). The lowest agreement was with the counselor educators (mid 40's and high 50's).

Control Counselor Schools (Secondary)

14. The control *teachers* in this professional group (Table 29) were closest in agreement on the 67 counselor tasks both years with their experimental peers (high 80's and low 90's). Almost as close was the high agreement with the experimental administrators (high 70's and low 80's). High agreement the first year with the control administrators and experimental counselors (low 80's) dropped the second year (low 60's). Agreement with their own counselors was modest both years (low 50's) but not as low as with the counselor educators (low 40's).

The control *administrators* (Table 29) were very close the first year to the experimental and control teachers (low 80's) but they moved apart the second year (low 60's). Also decreasing was the fairly high first year agreement (low 70's) with the experimental administrators (low 50's). A similar pattern was revealed with the experimental (high 60's down to mid 40's) and control (low 50 down to low 40) counselors. The least agreement was with the counselor educators (low 40 down to high 20's).

The *counselors* involved with the control schools (Table 29) were highest in agreement with their counselor educators (high 70's) and lower with all other groups except for higher agreement (low 60's) the second year with their experimental counterparts.

Counselor Educators - CEP No. 1

15. The *counselor educators* (Table 29) showed up as least in agreement on the counselor tasks with all groups except for the control counselors (high 70's) both years. Most correlations clustered around the 30's and low 40's.

Rank Intercorrelations on the POCT Between the Professional Groups Associated with CEP No. 2

Experimental Counselor Schools (Secondary)

16. The experimental *teachers* (Table 30) showed very high in agreement on the 67 tasks with their control partners (low 80's). Not far away was the high agreement with the control administrators (high 70's) and next was the agreement with the control counselors (low 70's). The very high first agreement with their own administrators (mid 70's) dropped drastically the second year (high teens). Moderate closeness the first year (high 50's) to their own counselors and the counselor educators dropped the second year (around 40).

Table 30
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward a Selected Set of Counselor Tasks
Counselor Education Program No. 2
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	23	1st	1.00	.80**	.75**	.76**	.56**	.73**	.59**
		2nd	1.00	.84**	.19	.77**	.41*	.74**	.38*
Teacher (C)	26	1st	.80**	1.00	.70**	.75**	.57**	.66**	.52**
		2nd	.84**	1.00	.23	.71**	.51**	.77**	.46**
Administrator (E)	8	1st	.75**	.70**	1.00	.71**	.64**	.62**	.58**
		2nd	.19	.23	1.00	.21	.27	.27	.32*
Administrator (C)	8	1st	.76**	.75**	.71**	1.00	.60**	.69**	.40*
		2nd	.77**	.71**	.21	1.00	.36*	.60**	.27
Counselor (E)	3	1st	.56**	.57**	.64**	.60**	1.00	.56**	.62**
		2nd	.41*	.51**	.27	.36*	1.00	.37*	.65**
Counselor (C)	3	1st	.73**	.66**	.62**	.69**	.56**	1.00	.60**
		2nd	.74**	.77**	.27	.60**	.37*	1.00	.35*
Counselor Educator	5	1st	.59**	.52**	.58**	.40*	.62**	.60**	1.00
		2nd	.38*	.46**	.32*	.27	.65**	.35*	1.00

* Significant at .05 level.
** Significant at .01 level.

The experimental *administrators* in this group (Table 30) while quite close in agreement the first year with most groups (low 60's to mid 70's) dropped to nonsignificant levels the second year. A modest agreement the first year with the counselor educators (high 50's) dropped the second year (low 30's).

Experimental *counselors* associated with these professional groups (Table 30) were closest (though not really close as compared to some other groups) to their counselor educators (low to mid 60's). Moderate agreement was noted with the control teachers (50's). The rest of the correlations while moderately close the first year (high 50's and low 60) dipped the second year to the high 20's, 30's and low 40's.

Control Counselor Schools (Secondary)

17. The control *teachers* in this study group (Table 30) were very close in agreement with their experimental partners (low 80's) and their own administrators (70's). Closeness increased the second year with their own counselors (high 60's to high 70's). Moderate agreement was noted with the experimental counselors (50's) but the rather high agreement with the experimental administrators (70's) dropped drastically (low 20's). Moderate closeness (high 40's and low 50's) was observed with the counselor educators.

The control *administrators* (Table 30) were fairly close in agreement on the 67 counselor tasks with the two teacher groups (70's) and the control counselors (60's). The relationship with their experimental peers dropped to a nonsignificant level the second year (low 20's). Also decreasing was the closeness to the experimental counselors the second year (mid 30's). The farthest apart was the relationship with the counselor educators (low 40 to high 20's).

Control *counselors* involved with these schools were (Table 30) closest in agreement with the experimental teachers (low 70's) followed by the control teachers (high 60's and 70's). The next level was the closeness to their own administrators (60's). The remaining groups while in a moderate range the first year (high 50's and low 60's) dipped the second year (high 20's and 30's).

Counselor Educators - CEP No. 2

18. The *counselor educators* associated with CEP No. 2 were closest to the experimental counselors (lower 60's) during the two years (Table 30). The rest of the relationships were not as close and decreased the second year going from the 40's to 60's range down to the high 20's and mid 40's.

Rank Intercorrelations on the POCT Between the Professional Groups Associated with CEP No. 3

Experimental Counselor Schools (Secondary)

19. Experimental *teachers* involved with these counselor schools showed (Table 31) strongest agreement with their control counterparts (low 80's to high 70's). Closeness in agreement was fairly high with their own administrators (high 60's). The balance of the relationships started out with moderate to high agreement (30's to 70's) but dropped sharply the second year (from negatives below 10 to mid 40's). Closeness to the control counselors was consistent both years with a slightly moderate agreement (30's).

Experimental *administrators* associated with these project schools (Table 31) were closest both years with both teacher groups (high 60's and low 70's). Fair agreement with the control administrators the first year (high 60's) dropped the second year (low 50's). A moderate closeness with the control counselors dipped the second year (high 30's). More drastic decreases showed up with the experimental counselors and the counselor educators, dropping to negative correlations in the low teens.

The experimental *counselors* from this professional group (Table 31) were closest in agreement with their control peers (high 50's and low 60's) and next to their counselor educators (low 50's and high 60's). The other relationships were modest the first year except for the control teachers (low 50's) but in all these relationships they grew further apart the second year with two negative correlations (their own teachers and administrators).

Table 31
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward a Selected Set of Counselor Tasks
Counselor Education Program No. 3
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	12	1st	1.00	.81**	.65**	76**	36*	37*	.50**
		2nd	1.00	79**	69**	46**	-.05	34*	-.08
Teacher (C)	14	1st	.81**	1.00	70**	84**	.52**	58**	50**
		2nd	79**	1.00	67**	59**	15	54**	05
Administrator (E)	7	1st	65**	.70**	1.00	67**	35*	48**	53**
		2nd	69**	.67**	1.00	.50**	-.13	36*	-.11
Administrator (C)	6	1st	76**	84**	67**	1.00	44**	46**	50**
		2nd	46**	.59**	.50**	1.00	28	60**	16
Counselor (e)	3	1st	36*	.52**	35*	44**	1.00	59**	.53**
		2nd	-.05	.15	-.12	27	1.00	64**	69**
Counselor (C)	3	1st	37*	58**	48**	46**	59**	1.00	.51**
		2nd	34*	54**	36*	59**	64**	1.00	.47**
Counselor Educator	6	1st	50**	50**	53**	50**	53**	.52**	1.00
		2nd	-.06	.05	-.11	16	69**	.47**	1.00

*Significant at .05 level

**Significant at .01 level

Control Counselor Schools (Secondary)

20. The control *teachers* in this group (Table 31) were closest to their teaching peers (low 80's and high 70's) and not far behind was the experimental administrators (low 70's and high 60's). The very high first year agreement on the counselor tasks with their very own administrators (low 80's) dropped the second year (high 50's). A wider separation occurred between this group and the experimental counselors (low 50's to mid teens). Fair agreement held constant both years with the control counselors (50's). The largest separation occurred with the counselor educators (low 50's to below 10).

The control *administrators* in this group (Table 31) grew apart the second year with all but one group, their own counselors which increased (from mid 40's to low 60's). The greatest shift occurred with the counselor educators (low 50's to mid teens). The highest agreement which shifted a little the second year was with their own teachers group (low 80's to high 50's).

Control *counselors* involved with these project schools (Table 31) showed strongest agreement with their experimental peers (high 50's and low 60's). Almost the same was the modest relationship (high 40's and 50's) with their own teachers, administrators and counselor educators. Less favorable was the amount of agreement with the experimental teachers (30's). Dropping sharply was the modest first year relationship (high 40's) with the experimental administrators (down to mid 30's).

Counselor Educators - CEP No. 3

21. The *counselor educators* involved in the study representing CEP No. 3 (Table 31) were closest to their own counselors with only a fair amount of agreement (high 40's to 60's). The balance of the other relationships were less modest (low 50's) with drastic decreases the second year, the highest being in the mid teens.

Rank Intercorrelations on the POCT Between the Professional Groups Associated with CEP No. 4

Experimental Counselor Schools (Elementary)

22. Extremely high agreement was indicated between these experimental *teachers* and their control peers (mid 80's and low 90's) and their own administrators (low 80's). Improving the second year was the fairly high agreement with the control administrators and both counselor groups (from high 60's and low 79's to high 70's and low 80's). Moderate agreement was revealed with the counselor educators (low 50's).

The experimental *administrators* involved with these project schools

Table 32
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward a Selected Set of Counselor Tasks
Counselor Education Program No. 4
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	18	1st	1.00	.85**	.81**	.67**	.71**	.65**	.50**
		2nd	1.00	.91**	.84**	.83**	.79**	.77**	.52**
Teacher (C)	30	1st	.85**	1.00	.79**	.70**	.61**	.64**	.50**
		2nd	.91**	1.00	.82**	.82**	.80**	.80**	.52**
Administrator (E)	7	1st	.81**	.79**	1.00	.74**	.78**	.74**	.50**
		2nd	.84**	.82**	1.00	.76**	.62**	.66**	.34*
Administrator (C)	6	1st	.67**	.70**	.74**	1.00	.77**	.88**	.50**
		2nd	.83**	.82**	.76**	1.00	.75**	.78**	.45**
Counselor (E)	4	1st	.71**	.61**	.78**	.77**	1.00	.70**	.51**
		2nd	.79**	.80**	.62**	.75**	1.00	.87**	.53**
Counselor (C)	4	1st	.65**	.64**	.74**	.88**	.70**	1.00	.51**
		2nd	.77**	.80**	.66**	.78**	.87**	1.00	.50**
Counselor Educator	5	1st	.50**	.50**	.50**	.50**	.51**	.50**	1.00
		2nd	.52**	.52**	.34*	.45**	.53**	.60**	1.00

*Significant at .05 level.
**Significant at .01 level.

(Table 32) were very close in agreement on the counselor tasks with all but the counselor educator's group (low 50's and 30's). Very high was the agreement with both teacher groups (high 70's and low 80's). They were almost as close in agreement with their control peers (70's) followed by the agreement with the two counselor groups which dipped slightly the second year (70's down to the 60's).

Counselors associated with the experimental schools (Table 32) were in rather high agreement on the counselor tasks with all groups except the counselor educators (low 50's). First year close agreements ranged from the low 60's to high 70's. The second year they grew stronger with the experimental teachers, control teachers, and control counselors (high 70's to high 80's). The closeness to the two administrator groups was about the same the second year except the experimental group decreased a little (high 70's down to low 60's).

Control Counselor Schools (Elementary)

23. The control *teachers* in this group (Table 32) were in very close agreement with their experimental peers (mid 80's and low 90's), the experimental administrators (low 70's and 80's), and the control administrators (low 70's and 80's). Fairly high was the agreement with both counselor groups (low 60's) the first year. Second year results showed they grew closer together (80's). Agreement with the counselor educators was moderate both years (low 50's).

The control *administrators* were rather close the first year with all groups (high 60's to low 70's) except the counsleor educators (low 50's). Closeness increased the second year with these groups except with the experimental counselors which remained in the 70's. These closer agreements the second year ranged from mid 70's to low 80's. See Table 32.

Control *counselors* involved with these project schools (Table 32) were in rather close agreement with all but the counselor educator's group (50's). The first year with the others agreement was quite close (60's to low 70's) and they increased the second year (high 70's and 80's) with all but the experimental counselors which dipped slightly (from low 70's to low 60's).

Counselor Educators - CEP No. 4

24. The *counselor educators* associated with CEP No. 4 showed only moderate closeness in agreement with the other groups the first year (low 50's). The second year most relationships remained the same except agreement increased with the control counselors (low 60's) and decreased with the experimental administrators (low 30's). See Table 32.

Rank Intercorrelations on the POCT Between Various Professional Groups Across All Counselor Education Programs, Experimental and Control Groups

All Experimental Counselor Schools

25. All *teachers* associated with all these experimental project

schools (Table 33) showed extremely high agreement with the control teachers (high 90's), experimental and control administrators (80's and 90's. First year high agreement with the two counselor groups (70's) dropped the second year (50's and 60's). The fairly high agreement the first year with the counselor educators (high 60's) dropped sharply the second year (high 30's).

All *administrators* involved with the experimental schools (Table 33) were extremely high in agreement on the counselor tasks with both experimental and control teachers and their control peers (high 80's and low 90's). Rather high agreement the first year with both counselor groups (low 70's) decreased the second year, a little with the control counselors but more with the experimental counselor group (low 50's). The moderate agreement with the counselor educators the first year (high 50's) dropped by the second year (mid 30's).

All *counselors* in these experimental schools (Table 33) were closest in agreement with the control counselors (80's). They were very close to the control administrators the first year (high 70's) but dipped slightly the second year (high 60's). Fairly high agreement was registered with

Table 33
Rank Intercorrelations Between Various Professional Groups' Attitudes Toward a Selected Set of Counselor Tasks
All Counselor Education Programs
Experimental and Control Groups, Both Years

Group	N	Year	Teacher (E)	Teacher (C)	Administrator (E)	Administrator (C)	Counselor (E)	Counselor (C)	Counselor Educator
Teacher (E)	80	1st	1.00	.96**	.89**	.89**	.70**	.73**	.68**
		2nd	1.00	.96**	.90**	.81**	.52**	.65**	.37**
Teacher (C)	94	1st	.96**	1.00	.85**	.90**	.68**	.69**	.66**
		2nd	.96**	1.00	.91**	.79**	.53**	.66**	.38*
Administrator (E)	26	1st	.88**	.85**	1.00	.92**	.74**	.73**	.58**
		2nd	.90**	.91**	1.00	.84**	.52**	.67**	.35*
Administrator (C)	27	1st	.89**	.90**	.92**	1.00	.79**	.73**	.64**
		2nd	.81**	.79**	.84**	1.00	.68**	.77**	.46**
Counselor (e)	12	1st	.70**	.68**	.74**	.79**	1.00	.83**	.73**
		2nd	.52**	.53**	.52**	.68**	1.00	.89**	.72**
Counselor (C)	13	1st	.73**	.69**	.73**	.73**	.83**	1.00	.76**
		2nd	.65**	.66**	.67**	.77**	.89**	1.00	.71**
Counselor Educator	22	1st	.68**	.66**	.58**	.64**	.73**	.76**	1.00
		2nd	.37*	.38*	.35*	.46**	.72**	.71**	1.00

*Significant at .05 level.
**Significant at .01 level.

the counselor educators (low 70's). Fairly high agreement was revealed with both experimental and control teachers and administrators the first year (high 60's and 70's). Except for control administrators which remained almost as close the second year the closeness decreased with the others (low 50's).

All Control Counselor Schools

26. The control *teachers* associated with these schools (Table 33) were extremely close in agreement over the counselor tasks with their experimental peers and both experimental and control administrators (80's and 90's). Fair agreement with the two counselor groups (high 60's) dropped the second year with the experimental counselors only (low 50's). A large drop was registered with the counselor educators (from high 60's down to high 30's) the second year.

The control *administrators* were extremely close in agreement (Table 33) on the 67 counselor tasks both years with the experimental and control teachers and the experimental administrators (80's and 90's). They were very close with their own counselors (70's) and as close the first year was the closeness to the experimental counselors but this dipped slightly the second year (high 60's). A fairly high agreement the first year with the counselor educators (low 60's) dropped the second year (mid 40's).

Counselors in this control group (Table 33) were extremely close both years with their experimental peers (80's). Next in closeness was the amount of agreement with the control administrators and counselor educators (70's). Equally as close the first year was agreement with the experimental teachers and administrators but it dipped to the 60's the second year. Almost as close was the fair agreement by this group with their control teachers (high 60's).

All Counselor Educators

27. The *counselor educators* were closest in agreement on the 67 counselor tasks with the two counselor groups (mostly low 70's). While the remaining relationships were fairly close the first year (mostly 60's) they dropped sharply the second year (mostly 30's). See Table 33.

Teachers' Perception of Elementary School Counselor Helpfulness Qualities

The sixth research question sought to determine if there was any difference in how elementary school teachers, experimental and control, perceived elementary school counselors' helpfulness qualities.

The results of the uncorrelated t test shown in Table 34 indicate that teachers in both groups, experimental and control, increased their perception of counselor helpfulness the second year, significant at the .001 level.

Table 34

Teacher's Perception of Elementary School Counselor Helpfulness Experimental and Control Groups - Both Years

College 4

GROUP	Year	N	Mean	S.D.	df	t
Experimental	1st	21	96.10	12.54	43	5.69***
	2nd	24	119.96	15.55		
Control	1st	25	98.44	10.67	44	6.35***
	2nd	21	122.38	14.14		

*** Significant at .001 level two-tailed test.

Counseling Style and Elementary School Teachers' Perception of Counselor Helpfulness

The seventh research question aimed at determining the relationship between the counseling style of the elementary school counselors and the teachers' perception of counselor helpfulness.

The middle 20 minute segments of the third counseling tape sample both pupil and counselor statements were coded, it will be recalled according to the Hill Interaction Matrix (HIM) and analyzed by the normalized vector method to determine the counseling style profiles. Counselors whose styles were similar were formed into clusters. The third sample was used as it was judged that their counseling style was probably more crystalized by the end of the follow-up year when this sample was collected. Clusters 2 and 3 were studied since 7 of the 8 elementary school counselors showed up in these two clusters. The ANOVA was used to determine if any differences which occurred between the teachers' perception of helpfulness scores of the various counselor clusters were significant. The results are presented in Table 35.

Table 35

Counseling Style, Cluster Analyses in Relation to Teacher's Perception of Counselor Helpfulness - Elementary School Counselors

Tape Sample 3

Response Group	Cluster	Mean	S.D.	df	F
Counselors	2	122.59	14.27	1, 43	0.83
	3	118.38	15.80		
Pupils	2	118.46	15.67	1, 39	2.86*
	3	126.77	11.99		

* Significant at .10 level.

Elementary School Staff's Perception of Guidance Functions

The eighth research question sought to examine, for Counselor Education Program No. 4, if there was any difference in how elementary school teacher's perceive a set of selected guidance functions in terms of their appropriateness for the counselor and whether or not the guidance functions were achieved and helpful to the teacher. The discrepancy between first and second year appropriateness and achieved and helpfulness scores for experimental and controls counselors was examined. The results of the uncorrelated *t* test are presented in Table 36.

Table 36
Teachers' Perception of Elementary School Guidance Functions and Discrepancy Scores
Experimental and Control Groups - Both Years
Counselor Education Program No. 4

GROUP	Year	N	Appropriateness Total Mean Score	Achievement/ Helpfulness Total Mean Scores	Discrepancy Score	df	*t*
Experimental	1st	21	49.24	36.86	12.38	43	–.71
	2nd	23	48.74	38.70	10.04		
Control	1st	24	53.33	45.25	8.08	43	.47
	2nd	21	53.05	43.81	9.24		

The results indicate that while the experimental decreased the discrepancy between appropriateness and achieved and helpful total mean scores and the opposite was true for the controls the difference did not reach significance.

Upper Elementary School Pupils' Self-Concept

The ninth research questions aimed at answering the question as to whether or not there was any difference in first and second year comparisons of experimental and control elementary school counselors' upper elementary pupils self-concept scores (Self-Concept Inventory). To answer this question the uncorrelated *t* test was used and the results are presented in Table 37.

The results of this analysis indicate that there was no significant difference between the self-concept scores of both groups comparing the 6th grade to their previous 5th grade sample.

Counseling Style and Upper Elementary School Students Self-Concept

The tenth research question sought to determine if there was any relationship between the elementary school counselors counseling style

Table 37

Elementary School Pupil Self-Concept Experimental and Control Groups - Both Years Counselor Education Program No. 4

GROUP	Year	N	Mean	df	t
Experimental	1st (5th gr.)	80	142.74	159	−1.16
	2nd (6th gr.)	80	137.50		
Control	1st (5th gr.)	80	144.24	158	−1.64
	2nd (6th gr.)	79	136.81		

and upper elementary grade pupils' self-concept scores (Self-Concept Inventory). The ANOVA was used to determine if there were any significant differences among mean scores of pupils whose counselor functioned in a one of the two cluster profiles in his/her counseling techniques. It will be recalled that the third tape was selected because it was felt the counseling style was probably closer to crystalization at this point. Clusters 2 and 3 were compared because 7 of the 8 counselors from Counselor Education Program 4 fell in one of these profile clusters. The results are presented in Table 38.

A review of the results indicate that, from the pupils side of the interaction, there was a significant difference between cluster 2 and 3 favoring cluster 3 which had the higher mean self-concept score of 145.63. It is interesting that cluster 3 (student's side) was observed earlier (p. 104) as being close to the "ideal" counseling style suggested by the

Table 38

Counseling Style Cluster Analyses in Relation to 6th Grade Pupils' Self-Concept - Elementary School Counselors

Tape Sample 3

Response Group	Cluster	Mean	S.D.	df	F
Counselor	2	139.44	27.74	1,159	2.01
	3	133.33	24.98		
Pupil	2	135.14	27.04	1,139	4.40*
	3	145.63	26.01		

* Significant at .05 level.

institution as appropriate. This relationship provides a measure of validity for the lower quadrant counseling style which it will be recalled depends for interaction on personal/speculative (D-III), personal/confrontive (D-IV), relationship/speculative (E-III), and relationship/confrontive (E-IV) type of verbal interaction.

Understanding of Self and Others of Primary Pupils

The eleventh research question aimed at determining if any difference between primary pupils' understanding of self and others of the experimental and control counselors was significant. The uncorrelated *t* test was used in comparing mean scores of the two groups the second year with the first year. The results are presented in Table 39.

Table 39

Elementary School Affectivity Scores for Experimental and Control Groups - Both Years

Counselor Education Program No. 4

GROUP	Year	N	Mean	S.D.	df	*t*
Experimental	1st	[illegible]	37.27	5.58	158	2.77**
	2nd	80	39.70	5.48		
Control	1st	81	39.47	5.02	158	0.54
	2nd	80	39.93	5.19		

** Significant at .01 level two-tailed test.

The experimental groups' pupils the second year, when in the third grade, showed a significant gain over the control groups.

Counseling Style and Primary Pupils' Understanding of Self and Others

The twelfth research question grew out of the previous question and aimed at determining if any differences between primary pupils' understanding of self and others (Affectivity Scale) mean scores associated with counselors of various cluster counseling profiles were significant. The ANOVA test was used to determine significant differences, if any, and the results are presented in Table 40.

An examination of Table 40 indicates that the differences in pupils' mean scores associated with counselors of the various counseling styles were not significant.

Career Problem-Solving of High School Students

The thirteenth research question sought to examine if any differences between the counseled and random students of experimental and control counselors were significant relative to Crites career problem-solving.

The results of the ANOVA shown in Table 41 reveal that while

Table 40

Counseling Style Cluster Analyses in Relation to 3rd Grade Pupils Understanding of Self and Others - Elementary School Counselors

Response Group	Cluster	Mean	S.D.	df	F
Counselors	2	39.89	5.48	1,158	0.06
	3	39.68	5.09		
Pupils	2	39.86	5.26	1,138	0.55
	3	39.13	5.36		

there were significant mean score differences among the various groups, the results are questionable since the samples turned out to be biased in that not all grade levels were represented both years. This was due to changes in counselor assignments and inadequate control of sampling. In interviewing the random students after testing as a follow-up to answers provided on the guidance questionnaire (p. 185) it was learned that some had been counseled three or more times after their names were submitted as an uncounseled group. The plan was to utilize the grade level norms available on the instrument for group comparisons. Any interpretation of the data is therefore tentative.

It was decided that perhaps a review of some descriptive statistics might be appropriate even though the results would, of course, be only suggestive. Mean first and second year scores are presented (Figure 7) for each counselor education program, counseled and random groups of both experimental and control counselors.

The CEP No. 1 results (graph A) suggest that two groups, *counseled* students of both experimental and countrol groups, showed improvement in career problem-solving (E_c 61.47 to 64.55 and C_c 70.52 to 73.12). The random groups' mean scores indicate a drop.

The CEP No. 2 results (graph B) suggest that all groups of both experimental and control counselors decreased in career problem-solving the second year.

The results of CEP No. 3 (graph C) suggest that both counseled and random groups of the experimental counselors improved in career problem-solving (E_c 64.38 to 68.61 and E_R 71.46 to 74.92). The students in control counselor schools seemed to fair less well (C_c 63.91 to 51.41 and C_R 65.08 to 61.82).

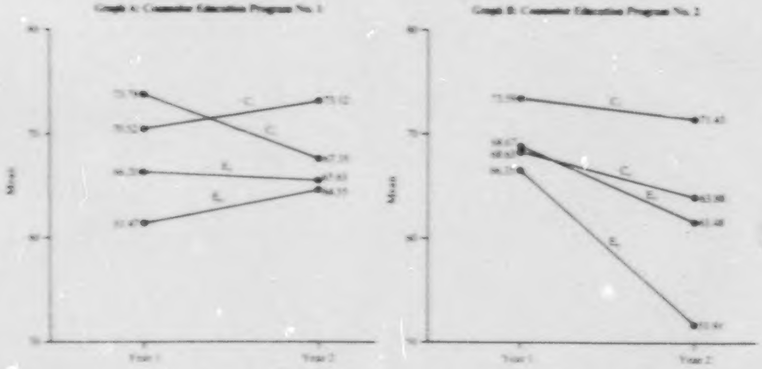
Counseling Style and Students' Career Problem-Solving

The fourteenth research question sought to determine the relationship between the counseling style of the high school counselors and the students' career problem-solving.

Figure 7

Relationships Among Group Mean Career Problem-Solving Scores by Counselor Education Program, First and Second Years

Graph A: Counselor Education Program No. 1



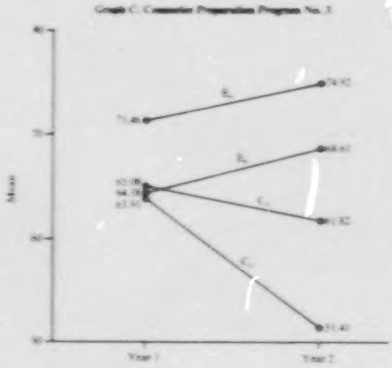


Table 41

Career Maturity Inventory, Competence Test
Part 5: Career Problem Solving
Experimental and Control Groups - Both Years
All Preparation Programs

COLLEGE	Group	Year	N	MEAN			F
				Counseled 3 or more times	N	Random Sample	
College 1	E	1st	81	61.47	76	66.20	
		2nd	78	64.55	80	65.63	
	C	1st	82	70.52	80	73.79	
		2nd	60	73.12	57	67.35	
College 2	E	1st	82	66.35	76	68.67	
		2nd	79	51.91	77	61.48	2.85* (1st yr.)
	C	1st	73	68.63	74	73.59	
		2nd	75	63.88	77	71.43	2.82* (2nd yr.)
College 3	E	1st	55	64.38	59	71.46	
		2nd	57	68.61	62	74.92	
	C	1st	53	63.91	50	65.08	
		2nd	61	51.41	55	61.82	

* Significant at .05 level.

As described earlier (p. 44) the third counseling tape samples were coded, both student and counselor responses, according to the Hill Interaction Matrix (HIM) and cluster analyzed for counseling style through the normalized vectors. The ANOVA was used to determine if any differences which occurred between students' career problem-solving scores were significant. The results are presented in Table 42.

The results indicate there were no significant differences between the career problem-solving mean scores of the various verbal interaction styles of counselors.

The Relationship Between Students' Career Problem-Solving and Counselors' Distribution of Time and Effort

The fifteenth research question was aimed at a search for relationships between career problem-solving and how counselor time and effort were distributed across the type of functions performed and the purposes

Table 42

Counselor Cluster Analyses in Relation to Career Problem Solving

RESPONSE GROUP	Cluster	N	Mean	S.D.	df	F
Counselors	1	178	61.52	27.12	2, 387	1.23
	2	116	65.38	23.72		
	3	96	60.30	24.24		
Students	1	139	64.79	23.43	2, 387	1.29
	2	98	61.08	25.21		
	3	158	60.17	27.68		

of the functions. To answer this question, multiple stepwise backward regression analysis was used to determine what combination of counselor time-function variables, if any, contribute most to the dependent variable, career problem-solving.

The regression analysis was conducted in two parts; first, the purposes (developmental and remedial) of the functions performed by the counselors were used in combination with the effort variables of average time spent per function and number of functions performed by the counselors. The second regression analysis used the two counselor effort variables plus the types of functions performed by the counselors: individual and group counseling; developmental classroom guidance and orientation activities; consultation, observation and in-service; and placement, registration and testing.

The results of the first analysis presented in Table 43 reveal that

Table 43

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Student Career Problem-Solving

(N = 21)

Variable	R	F	P
DP	.40	3.73	NS
NFP, DP	.45	2.28	NS
-RP, NFP, DP	.45	1.44	NS
-ATPF, -RP, NFP, DP	.45	1.02	NS

DP - Developmental Purpose; NFP - Number of Functions Performed; RP - Remedial Purposes; ATF - Average Time Per Function

Table 44

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Student Career Problem-Solving

(N = 21)

Variable	R	F	P
I&GC	.21	.88	NS
DCG&O, I&GC	.29	.81	NS
-ATPF, DCG&O, I&GC	.36	.84	NS
CO&I-S, -ATPF, DCG&O, I&GC	.39	.75	NS
PR&T, CO&I-S, -ATPF, DCG&O, I&GC	.42	.63	NS
NFP, PR&T, CO&I-S, -ATPF, DCG&O, I&GC	.44	.56	NS

I&GC - Individual and Group Counseling; DCG&O - Developmental Classroom Guidance and Orientation; ATPF - Average Time Per Function; CO&I-S - Consultation, Observation and In-Service; PR&T - Placement, Registration and Testing; and NFP - Number of Functions Performed.

Table 45

Students' Perception of Counselor Helpfulness Mean Scores, Counseled and Random Groups for Experimental and Control Counselors All Preparation Programs, Both Years

Counselor Preparation Program	E_c	E_r	C_c	C_r	
			Year 1		
1	109.19 (N = 81)	102.41 (N = 61)	117.09 (N = [illegible]7)	113.00 (N = 71)	
2	105.90 (N = 73)	108.38 (N = 81)	108.57 (N = 63)	111.73 (N = 70)	
3	110.77 (N = 56)	107.30 (N = 53)	109.14 (N = 50)	105.34 (N = 47)	
			Year 2		
1	109.58 (N = 76)	103.81 (N = 79)	117.85 (N = 60)	114.11 (N = 61)	111.34
2	98.84 (N = 80)	101.47 (N = 81)	109.49 (N = 77)	106.54 (N = 80)	104.10
3	110.56 (N = 57)	108.63 (N = 60)	102.55 (N = 55)	99.37 (N = 60)	105.28

Table 46

Analysis of Variance of Students' Perception of Counselors Helpfulness Scores Between Counselor Education Programs and Between Experimental and Control, Counseled and Random Groups, First Year

Source	df	SS	MS	F
Counselor Education Program	2	732.23	366.11	1.37
Group	3	3198.70	1066.23	4.00**
Program X Group	6	6374.66	1062.44	3.99**
Error	781	208094.70	266.45	

** Significant at the .01 level

no combination of function purposes and counselor effort variables were significant predictors of career problem-solving. The results of the second analysis presented in Table 44 suggest that no combination of the types of functions performed by counselors plus counselor effort variables were significant predictors of career problem-solving.

Students' Perception of Counselor Helpfulness

The sixteenth research question sought to examine differences, if any, were significant between how students, counseled and random, of the experimental and control counselors perceived the counselor's helpfulness qualities. To answer this question the ANOVA was used and the results for the first and second years are presented in Tables 45-49.

The results of the first year ANOVA indicate significance difference between groups at the .01 level. There was also interaction between student groups and counselor education programs. Figure 8 shows the interaction to be higher mean scores of counseled groups over random groups for CEP No. 1 and CEP No. 3 but the opposite was true for CEP No. 2. It was also observed that the control counseled groups had higher mean scores than the experimental counseled of CEP No. 1 and 2 but the opposite was true for CEP No. 3. To locate where the group differences lay the Newman-Kuels method of total difference score was used. The results are presented in Table 47.

The analysis of CEP No. 1 revealed that both control groups (counseled and random) and the experimental counseled group were significantly higher the first year over the experimental random group in rating counselor helpfulness. The counseled control group was significantly higher than the experimental counseled group. There were no further significant differences among the groups of the other two counselor education programs.

Table 47

Newman-Keuls Method of Total Difference Score Comparison on Students' Perception of Counselor Helpfulness

(Year 1)

Counselor Education Program	GROUPS	E_r	E_c	C_r	C_c
1	E_r	–	6.78*	10.59*	14.68*
	E_c	–	–	3.81	7.91*
	C_r	–	–	–	4.09
	C_c	–	–	–	–
2	GROUPS	E_c	E_r	C_c	C_r
	E_c	–	2.48	2.67	5.82
	E_r	–	–	1.89	3.35
	C_c	–	–	–	3.16
	C_r	–	–	–	–
3	GROUPS	C_r	E_r	C_c	E_c
	C_r	–	1.96	3.80	5.43
	E_r	–	–	1.84	3.47
	C_c	–	–	–	1.63
	E_c	–	–	–	–
	* r		2	3	4
	Q values .05 level		2.77	3.31	3.63
	Critical Values		5.67	6.77	7.43

df = (r, 781)

An analysis of the second year's ANOVA (Table 48) indicates a significant difference (.01 level) between counselor education programs (F = 18.09), and between groups (F = 4.45). There also was interaction between groups and counselor education programs (F = 10.78). The interaction illustrated in Figure 9 indicates that the counseled student groups of control counselors had higher mean scores than counseled students of experimental counselors for CEP No. 1 and 2 but the opposite showed up with CEP No. 3. Counseled groups in general had higher mean scores than random groups except the random groups of experimental

Table 48

Analysis of Variance of Students' Perception of Counselor Helpfulness Scores Between Counselor Education Programs and Between Experimental and Control, Counseled and Random Groups, Second Year

Source	df	SS	MS	F
Counselor Education Program	2	8148.41	4074.20	18.09**
Group	3	3005.26	1001.75	4.45**
Program X Group	6	14571.11	2428.52	10.78**
Error	814	183354.26	225.25	

** Significant at .01 level

Figure 8

Relationships Among Group Mean Helpfulness Scores By Counselor Education Programs, First and Second Years

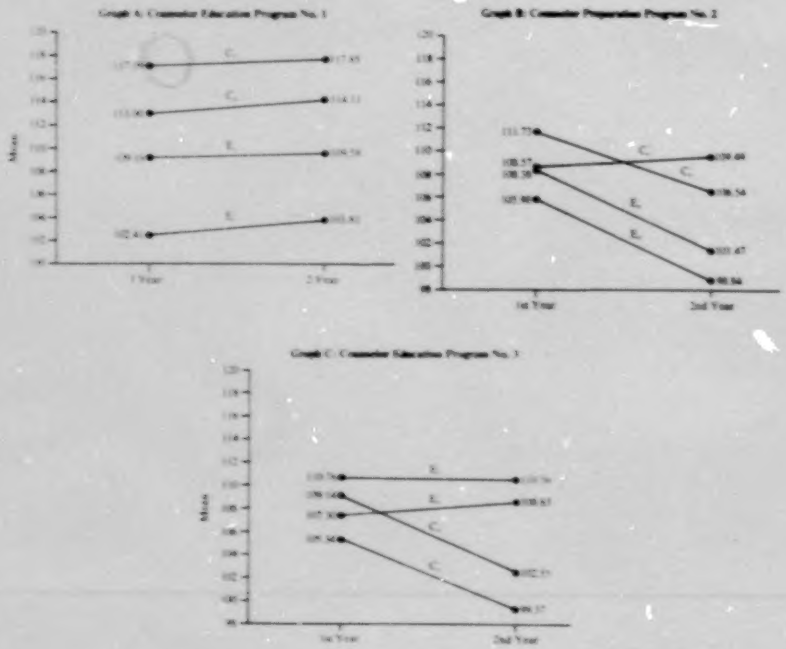
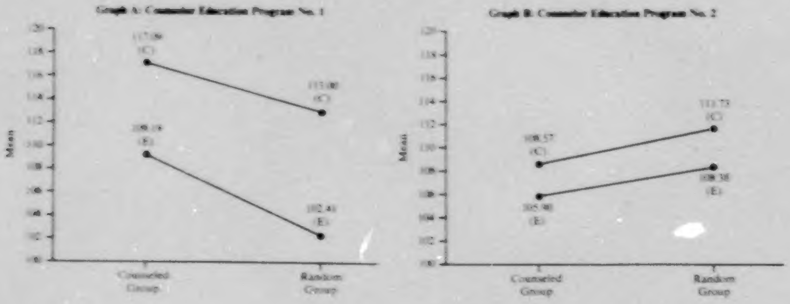
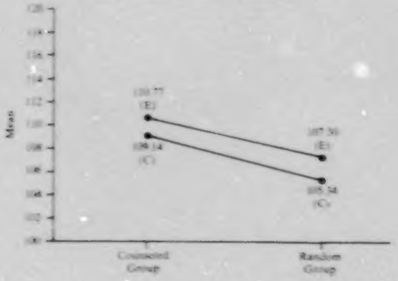


Figure 9

Relationships Among Group Mean Helpfulness Scores By Counselor Education Program, Experimental and Control Counselors, First Year


Graph A: Counselor Education Program No. 1

Graph B: Counselor Education Program No. 2


Graph C: Counselor Education Program No. 3

counselors from CEP No. 2 had a higher score than their counseled groups.

By collapsing groups across programs and computing an unweighted arithmetic mean from Table 45 the significant F for Counselor Education Programs can be examined to note the differences. The highest mean score of counselor helpfulness for all student groups came from counselors associated with CEP No. 1 (111.34). The other two were similar (CEP No. 2-104.10 and CEP No. 3-105.28). To locate where group differences lay the Newman-Kuels method of total difference score was used and the results are presented in Table 49.

An examination of the results indicate that with CEP No. 1 both control groups (counseled and random) plus the experimental counseled group rated their counselors' helpfulness significantly higher than the experimental random group. The counseled group perceived higher helpfulness qualities in their counselors than the counseled experimental group.

Table 49

Newman-Keuls Method of Total Difference Score Comparison on Students' Perception of Counselor Helpfulness

(Year 2)

Counselor Preparation Program	GROUPS	E_r	E_c	C_c	C_r
1	E_r	–	5.77*	10.30*	14.04*
	E_c	–	–	4.54	8.27*
	C_c	–	–	–	3.74
	C_r	–	–	–	–
2	GROUPS	E_c	E_r	C_r	C_c
	E_c	–	2.63	7.70*	10.66*
	E_r	–	–	5.07*	8.02*
	C_r	–	–	–	2.96
	C_c	–	–	–	–
3	GROUPS	C_r	C_c	E_r	E_c
	C_r	–	3.18	9.27*	11.19*
	C_c	–	–	6.09*	8.02*
	E_r	–	–	–	1.93
	E_c	–	–	–	–

* r	2	3	4
Q values .05 level	2.77	3.31	3.63
Critical Values	5.06	6.06	6.64

df = (r, 814)

In reviewing the CEP No. 2 results both counseled and random control groups' counselor helpfulness scores were significantly higher than the experimental counseled group. Both control groups were significantly higher than the experimental random groups.

In examining the results of the CEP No. 3, both experimental groups (counseled and random) revealed significantly higher counselor helpfulness ratings over the control random and counseled groups.

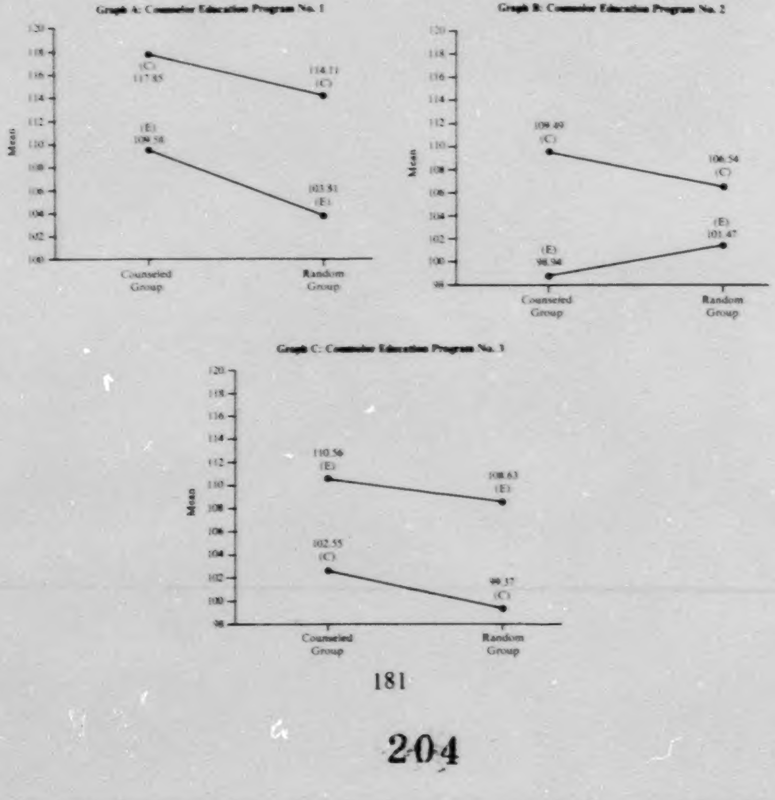
First and second year group comparisons for each counselor education program are presented graphically in Figure 10. Graph A of CEP No. 1 shows that first and second year positions did not change much except that the experimental and control random groups' mean scores improved slightly. In CEP No. 2, with the exception of the control counseled groups which improved slightly, all group mean counselor helpfulness scores decreased the second year (Graph B). Examining CEP No. 3 in graph C reveals that the experimental counseled groups' mean score remained the same whereas their random groups' mean score shifted upward slightly. Both counseled and random groups of the control counselors decreased the second year.

The Relationship Between Students' Perception of Counselor Helpfulness and Counselor's Use of Time and Effort Across Various Functions

The seventeenth research question aimed at determining the relationship between high school students' perception of counselor helpfulness and how counselors spent time on the purposes of functions, types of

Figure 10

Relationships Among Group Mean Helpfulness Scores By Counselor Education Programs, Experimental and Control Counselors, Second Year



Graph A: Counselor Education Program No. 1

Graph B: Counselor Education Program No. 2

Graph C: Counselor Education Program No. 3

functions performed, and counselor effort variables. To search this question, multiple correlations through stepwise regression analysis was used in two analyses on the following predictors: developmental purposes; remedial purposes; individual and group counseling; developmental classroom guidance; consultation, observation and in-service; placement, registration and testing; average time per function and number of functions performed.

The results presented in Tables 50 and 51 indicate that there were two combinations of variables which were significant predictors of students' perception of counselor helpfulness. High counselor time spent on functions with a developmental purpose was a significant single predictor with a .45 correlation and, accounted for 20 per cent of the criterion variance.

Significant at a lower level (.10) was the following set of predictor variables: high counselor time on developmental classroom guidance, high time spent in individual and group counseling and low average time spent per function. This combination correlated .59 and accounted for 35 per cent of the criterion variance.

Counseling Style and Students' Perception of Counselor Helpfulness

The eighteenth research question sought to examine the relationship between the counseling style of high school counselors and students' perception of counselor helpfulness. To answer this question the follow-up set of counselor tapes were coded according to the Hill Interaction Matrix (HIM) and cluster analyzed through the normalized vectors. The student and counselor cluster profiles were compared and analyzed with the ANOVA procedures according to students' perception of counselor helpfulness qualities. The results are presented in Table 52.

The results indicate there were differences among the three counselor interaction styles at the .10 level. To locate the differences the Newman-Kuels method of total differences score was used and the results are presented in Table 53.

Table 50

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Students' Perception of Counselor Helpfulness

(N = 21)

Variable	R	F	P
DP	.45	4.75	.05
DP, ATPF	.45	2.30	NS
NFP, DP, ATPF	.45	1.45	NS

DP - Developmental Purpose; RP - Remedial Purpose; ATPF - Average Time Per Function; NFP - Number of Functions Performed.

Table 51

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Students' Perception of Counselor Helpfulness

(N=21)

Variable	R	F	P
I&GC	.34	2.45	NS
-ATPF, I&GC	.48	2.69	NS
DCG&O, -ATPF, I&GC	.59	3.07	.10
PR&T, DCG&O, -ATPF, I&GC	.62	2.46	NS
NFP, PR&T, DCG&O, -ATPF, I&GC	.62	1.85	NS

I&GC - Individual and Group Counseling; ATPF - Average Time Per Function; DCG&O - Developmental Classroom Guidance and Orientation; PR&T - Placement, Registration and Testing; NFP - Number of Functions Performed.

Table 52

Counselor Cluster Analyses in Relation to Student Perception of Counselor Helpfulness

Tape Sample 3

RESPONSE GROUP	Cluster	N	Mean	S.D.	df	F
Counselors	1	177	108.73	16.61	2,385	2.80*
	2	113	110.13	16.24		
	3	98	104.89	17.12		
Students	1	139	107.38	16.88	2,385	0.57
	2	92	106.25	17.45		
	3	157	108.59	16.87		

* Significant at the .10 level.

This analysis revealed that counselor response style in cluster No. 2 ($\bar{X}$ = 110.13) was significantly higher than cluster No. 3 ($\bar{X}$ = 104.89). Cluster No. 2, it will be recalled, contained high interaction in the area of personal/conventional and a fair amount of activity in personal/speculative. A lesser amount of activity showed up in topic/conventional and topic/confrontive. The remaining interactive components were small in relationship/conventional, personal/confrontive, and relationship/speculative.

Table 53

Newman-Keuls Method of Total Difference Score Comparison on Students' Perception of Counselor Helpfulness in Relation to Counseling Style

(Counselor Response)

Cluster	3	1	2
3 (104.89)	–	3.84	5.24*
1 (108.73)		–	1.40
2 (110.13)			–
* r		2	3
Q values .05 level		2.77	3.31
Critical values		4.15	4.96

df = (r, 385)

Student Guidance Questionnaire (SGQ)

Research question nineteen dealt with student responses to and perceptions of the high school counselor, especially related to the counselor's availability, kinds of problems the student felt free to discuss with the counselor, and whether or not the student felt he/she had been helped at all by the counselor. A Student Guidance Questionnaire (SGQ) was administered to both counseled and random students, in the fall of 1972, and again to a similar group in the spring of 1973. A frequency distribution of student responses for each item of the questionnaire was obtained. The chi square test for simultaneous comparisons was used to determine if there were significant differences in the ways counseled and noncounseled or random students from both the experimental and control groups responded to the SGQ items. These data, representing student responses to each of the thirteen questions (across the three secondary counselor education programs studied) are presented in Appendix C, Tables 92-103.

It will be recalled from Chapter 3 that students were placed into two categories for sampling procedures, i.e., those students who had seen their counselor three or more times (counseled students), and those who had seen their counselor fewer than three times or not at all (random students). It will be further recalled that counselors were divided into two groups, i.e., those who were receiving direct consultation, the experimentals, and those who were receiving no consultation, the control group. For purposes of simplifying data reporting, each question from the SGQ will be given followed by the X^2 statistic and a breakdown of experimental and control student responses where helpful in presenting the data. This procedure will be followed for CEP No. 1, CEP No. 2 and CEP N. 3. Special attention will be given to those counselor groups receiving the most positive ratings from their students regarding the counseling they received.

Student Guidance Questionnaire (SGO)—CEP No. 1

Question 1: "I have seen my counselor this year. . ."

The first year X^2 = 67.25 and the second year X^2 = 136.31 and both significant at the .01 confidence level. In examining the first year results in Table 88 the most students who indicated they saw the counselor three or more times were the counseled group from the experimental counselors (61%). The second year the control counseled group had the highest percentage (60%). A small number of students (3-17%) from the so-called random groups also indicated they saw the counselor 'three or more times.'*

Some of the "counseled students" from both counselor groups (E&C) indicated they never saw the counselor "this year." The first year's data collected in the fall did use students who had been counseled the previous spring but some who had been counseled apparently did not count last spring as "this year." On the otherhand, a small group (5%) of "counseled students"** the second year did not want to admit or recall they had seen the counselor during the year.

Question 2: "I would guess that my counselor sees students. . ."

The first year X^2 = 12.46 and the second year X^2 = 11.37 but no significant differences were noted although the tendency is that most students in all groups estimated that the counselor sees students four or more hours per day. The results are presented in Table 89.

Question 3: "When I go in for a counseling appointment, I usually expect to have. . ."

The results in Table 90 indicate that the chi square coefficients (23.13 and 29.94) were significant both years at the .01 level. Examing the results reveals that the greatest percentage of students who expect more than 15 minutes came both years from the control counseled group (53% and 48% respectively) compared to the experimental counseled group (35% and 22% respectively). The random groups form both experimental (22-12%) and control counselors (30-23%) did not show the same level of expectation although the control random group was quite close to the experimental counseled group.

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*It will be recalled that some of the random students also saw the counselor but less than three times. In interviewing a sample of these students after the data were collected it was discovered some had additional counselor contacts after the random list was submitted to our office, but they were not seen as often as the counseled groups. This was true with all counselor "random" groups (CEP No. 1, 2, and 3). It was not possible to collect data from a pure no-counselor contract group.

**This group averaged about 12% across all three counselor education programs.

In general about half or more of all student groups expect 15 minutes or less per counselor contact.

Question 4: "I expect my counselor to tell me what to do. . ."

The first year's results presented in Table 91 were not significant, however, the second year the $X^2 = 13.55$ was significant. In examining the data to see which student group revealed less dependency upon the counselor for telling the student what to do (the desired condition) the experimental counseled group had the most favored responses. In other words, this group had the lowest percentage of students who indicated they 'rarely' expected this (22%) or 'always' counted on such help (21%). The control counseled group reported that 40% of them 'always' expected this although only 8% of this group reported that they 'rarely' counted on the counselor to tell them what to do. Both experimental and control random groups were higher in their dependency expectations.

Question 5: "I expect my counselor to help me make my own decisions . . ."

The first year the chi square was not significant but the coefficient the second year, 24.05, was significant at the .01 level. In examining the results of the second year in Table 92 it appears that while a high percentage (65%) of the control counseled group indicated that they 'usually' or 'always' held such expectations the control random group exceeded this level slightly (67%) whereas only 37% of the experimental counseled group felt this way. Forty-four per cent of the experimental random student group expressed this 'usually' or 'always' expectation.

Question 6: "I feel I know more about myself after I talk with my counselor . . ."

The first year the results to this question were not significant but the second year the $X^2 = 34.67$ was significant at the .01 level of confidence. In reviewing the results in Table 93 it reveals that 80% of the control counseled group the second year indicated that 'usually' or 'always' they felt they knew more about themselves after counseling whereas only 57% of the experimental counseled group reported such a feeling. The random student group of the control group was about the same as the experimental counseled group (58%) whereas 41% of the experimental random group reported such feelings.

Question 7: "I seem to have better goals for myself after I've talked to my counselor . . ."

While the first year's results were close they were not significant ($X^2 = 16.37$, .05 level, 9 df $X^2 = 16.92$). The second year the $X^2 = 23.66$ was significant at the .01 level. The results in Table 94 indicate that 77% of the control counseled group reported they 'usually' or 'always' felt better about personal goals after counseling, whereas 52%

of the experimental counseled group reported having better goals after counseling. The fewer contacts with the counselor by the random student groups report about the same level of results (experimental - 56%; control 60%).

Question 8: "After talking with my counselor, I see more than one way to deal with my concerns . . ."

The results of the first year in Table 95 indicate no significant differences among the various groups whereas the second year the X^2 = 38.40 was significant at the .01 level. The highest per cent reporting that they 'usually' or 'always' perceive multiple solutions to their concerns after counseling was 93% of the control counseled group whereas only 57% of their experimental counterparts indicated such a rating. The control random group reported that 70% of them felt this way while 50% of the experimental random gave the same ratings of 'usually' or 'always'.

Question 9: "After talking with my counselor, I know more clearly where I stand on matters of right and wrong, and what is important to me . . ."

The first year's results (X^2 = 10.13) were not significant, however, the second year (X^2 = 22.47) they were significant at the .01 level of confidence. In reviewing the results in Table 96 it reveals that 78% of the control counseled students reported that they 'usually' or 'always' know more after counseling regarding moral matters and what is important. Sixty-two per cent of the experimental counseled students gave the same report. Actually 72% of the control random group reported they felt this way, while 56% of the experimental random group indicated the same view.

Question 10: "During this year I have discussed personal problems with my counselor . . ."

The chi square both years was significant (47.01 and 64.86 respectively) at the .01 level. Table 97 reveals that the first year 49% of the control counseled group reported discussing personal problems '1-5 times' during the year while 42% of the experimental counseled group indicated the same number of such discussions with their counselors. The second year 58% of control counseled group gave the same kind of a report ('1-5 times') compared to 43% of the experimental counseled group. The random student groups showed a lesser number of contacts (E_R 27% and 19%; C_R 30% and 38%).

In examining the number of students who reported discussing personal problems 'many times' during the year with the counselor it appears the first year that 23% of the experimental counseled group needed frequent contacts of this nature whereas only 16% of the control counseled group reported the same need. The second year 20% of the control counseled group made frequent counselor contacts and about the same number (19%) was reported for the experimental counseled group.

From the random groups almost none reported seeing the counselor 'many times' (3 out of 271 sampled).

Question 11: "My counselor seems to be most concerned about . . ."

The results reported in Table 98 reveal that neither the first year chi square of 10.38 nor the second year's 14.29 were significant. A casual review of the results indicate that students in general perceive the counselor to be most concerned about school activities and curriculum over supervision, dress code, and classroom disorder.

Question 12: "To improve communication, one thing my counselor could do is . . ."

The first year's chi square coefficient (8.08) was not significant. The second year's $X^2 = 19.98$ was significant. See Table 99. Sixty-one per cent of the control counseled students suggested the counselor could hold small group meetings and make parent contacts* while 52% of the experimental counseled students made the same recommendations. Thirty-three per cent of the experimental random group and 31% of the control random group made the same suggestions.

Counselor attendance at school activities, classroom contacts, and providing more information was suggested by 27% of the experimental counseled group whereas only 15% of the control counseled group made the same recommendation. Thirty-four per cent of the control random group and 29% of the control random group offered similar suggestions.

Question 13: Students were asked to check from a list of 21 other functions where they felt the counselor had been helpful.

The results of these items are presented below relative to the frequency they were checked by the various groups of students. Since the frequencies were small all the groups associated with CEP No. 1 were combined and the four highest and four lowest frequency items selected for reporting (see all 21 items in Appendix B).

Four Highest Frequency Functions

#16 (8%) Helped me schedule my classes
#28 (7%) Works with students who have personal or social concerns such as feeling left out, shyness, nervousness, trouble with the family, etc.
#29 (7%) Helps students who are in trouble in school
#17 (7%) Helps students get information about jobs in the community

Four Lowest Frequency

#18 (2%) Helped me get to know or get oriented to the school
#22 (2%) Helped me develop better study skills
#31 (2%) Helps students who have been on drugs
#27 (2%) Helps students who are dropping out find jobs

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*In the chi square analysis because of small frequencies the adjacent categories such as "small group meetings" and "parent contacts" categories were combined. This was true for the analysis of this question for CEP No. 1, No. 2, and No. 3.

CEP No. 1 Student Guidance Questionnaire - A Comparison of Groups

One way to examine overall counselor effectiveness using the results of student responses to the various questions presented by the Student Guidance Questionnaire is to tally the number of times the experimental and control counselors received the higher percentage of favorable student responses. By dividing this number with the total possible a per cent of relative effectiveness can be computed for this questionnaire and the various counselor groups compared. This would apply only to those questionnaire responses which were significant either first or second year or both.

Questions #1 through 10 were selected for this analysis since items 11, 12 and 13 on the questionnaire do not fit this kind of treatment. In other words, their response choices are less evaluative in nature.

In reviewing the results of CEP No. 1 relative to the various student groups' responses to question #1 through 10 eight of them were significant with two of them significant both years. This produced a total of 15 highest percentage responses which were examined and assigned to the various student groups for comparison. Of the total of 15, the control counseled students produced 67% (10/15), all but two the second year. The experimental counseled group of students accounted for 27% (4/15). The control random group produced one for 7%.

In other words, more than any other group the control counseled students revealed the highest per cent – seeing their counselor more than three times per year (60-61%), expect more than 15 minutes per session (53% 1st year), 'usually' or 'always' know more about themselves after counseling (80%), have better personal goals after counseling (77%), see more than one way to deal with personal concerns after counseling (93%), know more clearly after counseling where they stand on matters of right and wrong and what is important (78%), see the counselor ('1-5 times') for personal problems (49% - 58%; both years), and even showed more students seeing the counselor 'many times' for personal problems (20%).

The experimental counseled students showed the highest per cent – seeing their counselor more than three times the second year (60%), they depend less upon the counselor for 'telling' them what to do (a combination of two values, see p. 186 (22% & 21%) and showed the highest per cent (23%) reported seeing the counselor many times the first year for personal problems.

The control random group showed the highest per cent (67%) reporting the counselor helped them to make their own decisions.

Follow-up Year

The project emphasis was upon what the results were like one year after consultation which was the second year or follow-up year. In examining the significant results of CEP No. 1 the follow-up year alone produced the following: the control counseled students out of all the total positive ratings yielded the most favorable set (89%) of student ratings and responses over the experimental counselors (11%) in this analysis. They had the highest per cent: reporting they saw the counselor 'three or more times' (60%); indicating they expected 'more than 15 minutes' for their counseling sessions (48%); stating they 'usually or always' expect the counselor to help them make their own decisions (65% plus 67% of their random group); 'usually' or 'always' feel they know more about themselves after talking with the counselor (80%); who 'usually' or 'always' seem to have better personal goals after counseling (77%); who 'usually' or 'always' perceived after counseling that they could see more than one way to deal with their concerns (93%); who 'usually' or 'always' felt they knew more clearly after seeing the counselor where they stand on matters of right and wrong and what is important (78%); and 58% reported seeing the counselor '1-5 times' for personal problems.

The follow-up year the experimental counseled students in giving the most favorable ratings and responses on one (11%) of the questions showed the lowest per cent to report they 'rarely' or 'always' (a middle ground the desired condition) counted on the counselor telling them what to do (43%).

Students Guidance Questionnaire (SGQ) - CEP No. 2

Question 1: "I have seen my counselor this year . . ."

The chi square results of both years were significant for this question. The X^2 44.34, first year and the $X^2 = 74.89$, the second year, were both significant at the .01 level. The results in Table 88 reveal that both years the experimental counseled group reported the highest percentage of students who reported seeing the students 'three or more times' during the year (53% and 47% respectively). Forty-two per cent of the control counseled students the first year and 46% the second year reported they contacted the counselor 'three or more times' during the year.

Much smaller sized groups among the two random groups gave similar first and second year reports (E_R - 13%; C_R - 21% and E_R - 9%; C_R - 14%; see footnote p. 185).

Question 2: "I would guess that my counselor sees students . . ."

The first and second chi square coefficients (18.65 and 18.47) were both significant. The results in Table 89 indicate that the largest number of students from the various counselor groups who estimated high counselor time spent in student contacts (4-5 hrs or more than 5 hrs per day) came from the control counseled group both years (77% and 72%, respectively). Sixty-two per cent of the experimental counseled students the first year and 60% the second report the same perceptions on the amount of student-counselor contact.

A majority of the random groups also estimated this high counselor time in student contact both years. (E_R - 61% & 56%; C_R - 71% & 72%).

Question 3: "When I go in for a counseling appointment, I usually can expect to have . . ."

The results of both year's analysis (X^2 = 17.24 and X^2 = 15.43 respectively) were significant and are presented in Table 90. The first year the highest per cent of students (35%) reporting they expect 'more than 15 minutes' was the experimental counseled group compared to the control counseled group's 30%. The second year the reverse was true (E_c - 17% and C_c - 27%).

The random groups with one exception reported lower percentages (8% - 13%) for the same categories. The exception, 23% of the control random group, reported the same interview time expectation.

The majority of all groups both years reported they expect 15 minutes or less during the counselor interview.

Question 4: "I expect my counselor to tell me what to do . . ."

The results of this analysis are presented in Table 91. The results indicate no significant differences either year although a glance at the direction of the data suggests that about half of the students 'sometimes' expect the counselor to *tell* them what to do.

Question 5: "I expect my counselor to help me make my own decisions . . ."

The chi square results of student groups' reaction to this question were not significant either year. See Table 92.

Question 6: "I feel that I know more about myself after I talk with my counselor . . ."

Table 93 shows the results of this analysis. The X^2 = 22.00 and X^2 = 28.13 were both significant, the second year at the .01 level. A majority (52%) of the control counseled group reported they 'usually' or 'always' feel they know more about themselves after counseling compared to 35% of the experimental counseled group the first year. The second year 44% of the control counseled group gave the same report but only 28% of the experimental counseled group reported they 'usually' or 'always' know more about themselves. The random groups (E_R - 42% & 27%; C_R - 46% & 41%) also reported 'usually' or 'always' on how they felt after talking with their counselor.

Question 7: "I seem to have better goals for myself after I've talked to my counselor . . ."

The results to this question are presented in Table 94 but the chi square coefficients (14.65 and 16.86) were not significant. The second year it almost reached significant ($X^2 \geqq 16.92$). Examination of the direction of the data, however, suggests that the majority of students in all groups checked 'usually' or 'sometimes' for this item regarding having better goals after counseling.

Question 8: "After talking to my counselor, I see more than one way to deal with my concerns . . ."

Table 95 contains the results of this analysis. The first year the chi square coefficient (10.89) was not significant; however, the second year it was (30.75) at the .01 level of confidence. A review of the data indicates that 64% of the control counseled group and 49% of the experimental counseled group reported they 'usually' or 'always' see alternative approaches to their individual concerns after counseling.

A majority of the control random groups and 40% of the experimental random group gave the same ratings to their more limited counselor contacts.

Question 9: "After talking with my counselor, I know more clearly where I stand on matters of right and wrong, and what is important to me . . ."

The results of this question are presented in Table 96 but neither chi square was sufficiently large to be significant either year (10.89 and 15.57 with 9 df). Just glancing at the direction of the data, however, suggests that the majority of students after counseling report receiving clarity 'sometimes' or 'usually' on matters of right and wrong.

Question 10: "During this school year I have discussed personal problems with my counselor . . ."

Table 97 reveals the results of this analysis and indicates significance at the .01 level both years ($X^2 = 27.32$ and $X^2 = 25.20$ respectively).

Forty-four per cent of the experimental counseled group reported seeing the counselor for personal reasons '1-5 times' during the school year compared to 37% of the control counseled group. The second year 40% of control counseled group saw the counselor for personal reasons compared to 32% of the experimental counseled group. Among the random groups 23% to 37% reported seeing the counselor '1-5 times' for personal reasons also.

In examining the results as to the highest per cent who saw the counselor, 'many times' during the year for personal reasons it appears the control counseled was greater with 22% the first year and 12% the second year compared to the experimental counseled group's 15% and 10% respectively. Very few random students reported ever seeing the counselor 'many times' for personal reasons (0-3%).

Question 11: "My counselor seems to be most concerned about . . ."

The results of student group's responses to this question are presented in Table 98. Neither year's results produced a chi square sufficiently large enough to be significant although it approached significance the second year. A superficial examination of the results reveals that all student groups tend to see the counselor as most concerned about school activities and curriculum matters over the other choices offered.

Question 12: "To improve communication, one thing my counselor could do is . . ."

The results to this question are presented in Table 99. The chi square coefficients both years (10.19 and 5.59 respectively) were not significant although it appears that the areas which attracted the highest single student response across all groups included small group meetings and parent contacts.

Question 13: "Students were asked to check from a list of 21 other functions where they felt the counselor had been helpful . . ."

The response to these items are presented below relative to the frequency they were checked by the various groups of students. Since the frequencies were small all the groups were combined and the four highest and the four lowest frequency items selected for reporting (See all 21 items in Appendix B):

Four Highest Frequency Functions

#16 (9%) Helped me schedule my classes
#15 (7%) Explained test scores to me
#19 (7%) Helped me decide on and make changes in school subjects
#17 (7%) Helps students get information about jobs in the community

Four Lowest Frequency Functions

#33 (3%) Helps handicapped students
#31 (2%) Helps students who have been on drugs
#27 (2%) Helps students who are dropping out find jobs
#22 (2%) Helped me develop better study skills

CEP No. 2 Student Guidance Questionnaire - A Comparison of Groups

To make a comparison of how the various experimental and control counselors' groups rated the counseling they received the groups showing the highest percentage of favorable responses were tallied and examined (see p —— for details). In other words, which group showed up with the most positive set of counselor ratings and responses from students?

In reviewing the results of CEP No. 2 relative to the various student groups' responses to questions #1 through 10 eleven of them were significant (some from both years). This yielded a total of 14 highest percentage responses which were examined and assigned to the various student groups for comparison. Of the total of 14, nine were from the control counseled groups or 64%. Four of the highest percentage responses were from the experimental counseled group or 29%. One came from the experimental random group for 7%.

The control counseled student group therefore compared to the other groups reported a higher per cent of their group both years (77% & 72%) seeing the counselor working with students during most of the day, expect more than 15 minutes during an appointment (27%, 2nd yr.), feel they know more about themselves after counseling (52% & 44%, both years), see more than one way to deal with personal concerns after counseling (64%), report more seeing the counselor 1-5 times during the year (40%, 2nd yr.), and more seeing the counselor many times for personal problems (22% & 12%, both years).

The experimental counseled group reported the highest group per cent seeing the counselor more than three times during the year both years (53% & 47%), reveal more students (35%) expecting more than 15 minutes per counseling session, and show the highest per cent (44%) seeing the counselor 1-5 times the first year for personal problems.

The experimental random group tied (72%) with another group in revealing the highest per cent seeing the counselor contacting students throughout the day.

Follow-up Year

It will be recalled that the project focus was upon how things looked one year after consultation which was the second year or follow-up year. Reviewing only the significant chi square results for the follow-up year reveals that the control counseled students of CEP No. 2 accumulated the highest per cent (86%) of favorable ratings and responses relative to the counseling they received whereas the experimental counseled students accumulated 14% of the total set of favorable ratings and responses. The control counseled students had the highest per cent who reported the counselor seeing students '4-5 hours' or 'more than 5 hours' per day (72%); who expect 'more than 15 minutes' per counseling session (27%); who 'usually' or 'always' feel they know more about themselves after seeing the counselor (44%); after talking with their counselor, see more than one way to deal with their concerns (64%); and who saw the counselor either '1-3 times' (40%) or 'many times' during the year for personal reasons (12%).

The experimental counseled students had the highest per cent of responses on one question, the most students who reported seeing the counselor 'three or more times' during the year (47%).

Student Guidance Questionnaire (SGQ) - CEP No. 3

Question 1: "I have seen my counselor this year. . ."

The results of the various student groups' responses to this question are presented in Table 88. The results, significant at the .01 level each year, indicate that the groups reporting more students seeing the counselor three or more times during the year was the control counseled group (60%) the first year, however, the experimental counseled group, the second year, showed the highest percentage (50%). Fifty-four per cent of the experimental group the first year reported seeing the counselor 'three or more times.' Forty-three per cent of the control counseled group reported this many counselor contacts the second year.

A small per cent of the random groups reported as many contacts (3-15%) although as noted earlier there may have been some confusion on what was meant the first year by the phrase 'this year.' (See p. 185).

Question 2: "I would guess that my counselor sees students . . ."

The results presented in Table 89 indicate that the first year's chi square of 18.12 and the second year's 20.28 were both significant. The students in the experimental counseled group showed the highest percentage the first year (82%) and again the second year (79%) as reporting the counselor seeing students '4.5 hrs.' or 'more than 5 hrs.' per day. The control counseled group estimating the same amount of counselor time seeing students was 65% the first year and 66% the second.

The random groups also estimate high counselor time with students.

Seventy-two per cent of the experimental random group the first year and 64% the second reported the 4 or 5 or more hours per day as their estimate. Fifty-seven per cent the first year of the control random group and 54% of this group the second year gave the same high estimate on counselor's time with students.

Question 3: "When I go in for an appointment, I usually can expect to have . . ."

There were no significant differences in the various groups' responses the first year as noted in Table 90. The second year, the $X^2 = 22.67$ was significant at the .01 level. In reviewing the results the control counseled group showed the highest per cent (22%) reporting the expectation of 'more than 15 minutes' per counseling session. The experimental group expecting the same amount of counselor time was 13%. A small number of the random groups (2%-12%) also expected this high amount of counselors time per counseling session.

More than 85% of all groups reported expecting 15 minutes or less for their counseling session.

Question 4: "I expect my counselor to tell me what to do . . ."

The results of the student responses to this question were not significant either year as noted in Table 91. A quick review of the direction of the data, however, suggests that quite a few students sometimes (and some regularly) expect the counselor 'to tell them what to do.'

Question 5: "I expect my counselor to help me make my own decisions . . ."

The results reported in Table 92 indicate that there was no significant difference among the various student groups' responses to this question either year. A casual review of the data does hint that most students of all groups expect the counselor to help them make their own decisions.

Question 6: "I feel that I know more about myself after I talk with my counselor . . ."

The results of the students responses to this question are presented in Table 93. They indicate that there were no significant differences either year although the first year the chi square coefficient approached significance. Examining the results in a general way, however, suggests that the majority of students report some kind of positive rating regarding self after counseling.

Question 7: "I seem to have better goals for myself after I've talked to my counselor . . ."

The results to this question in the part of the various student groups are presented in Table 94. The differences were not significant either year although the results strongly hint that most students do report having better goals after counseling.

Question 8: "After talking to my counselor, I see more than one way to deal with my concerns . . ."

The results are presented in Table 95. The results were not significant the first year but the chi square was significant the second year ($X^2 = 18.92$). The students in the experimental counseled group showed the highest per cent (68%) who reported either 'usually' or 'always' in response to this question. Fifty-seven per cent of the control counseled group gave the same 'usually' or 'always' response.

The random groups who, of course, had fewer counselor contacts, reported 62% for the experimental random group whereas the control random group showed that 42% felt they were helped to the same degree ('usually' or 'always').

Question 9: "After talking with my counselor, I know more clearly where I stand on matters of right and wrong, and what is important to me . . ."

The results of the students' responses to this question are presented in Table 96. The first and second year comparisons reveal that there were no significant differences in the various student groups' responses to this question. The direction of students' responses generally, however, is toward acknowledging some postitive assistance from counselors in this area.

Question 10: During the school year I have discussed personal problems with my counselor . . ."

The results of the analysis of students' responses to this question are presented in Table 97. The chi square coefficient the first year, 33.43, was significant at the .01 level as was the 38.46 the second year. Examining the most favorable responses reveals that the experimental counseled group showed 46% reporting they saw the counselor for personal reasons '1-5 times' during the year whereas 40% of the control counseled group gave the same report. The second year 49% of the experimental counseled group reported the same amount of counselor contact while the control counseled group showed only 39% reporting as many contacts. The random groups the first and second year showed a smaller per cent reporting as many contacts (E_R - 27% and 30%; C_R - 26% and 17%).

Analyzing the results as to which group showed the highest per cent the first year reporting seeing the counselor for personal reasons 'many times' reveals that 22% of the control counseled group did compared to 19% of the experimental counseled group. The second year 16% of experimental counseled group and 14% of the control counseled group reported seeing the counselor 'many times' for personal reasons during the year. The random groups showed only a small per cent reporting as many contacts with the counselor (0% - 2%).

Question 11: "My counselor seems to be most concerned about . . ."

The first year results reported in Table 98 reveal that there were no significant differences among the various student groups. The second year the chi square of 21.76 was signficant at the .01 level. The largest per cent of responses the second year of 47% and 46% came from the experimental random group and experimental counseled group respectively. These responses showed the counselor concerned about social activities and curriculum. The control random group showed 23%

responding while the control counseled group revealed 16%. Responses to other categories (dress code, supervision, and classroom disorder) were about evenly distributed.

Question 12: "To improve communication, one thing my counselor could do is . . ."

The results of this analysis are presented in Table 99 although there were no significant differences either year among the various student groups.

Question 13: "Students were asked to check from a list of 21 other functions where they felt the counselor had been helpful . . ."

The results of this question are presented below in terms of the relative frequency they were checked by the various student groups. Since the frequencies were small all the groups were combined and the four highest and four lowest frequency items selected for reporting (see all 21 items in Appendix B):

Four Highest Checked Items

#29 (10%) Helps students who are in trouble in school

#28 (9%) Works with students who have personal or social concerns such as feeling left out, shyness, nervousness, trouble with the family, etc.

#16 (7%) Helped me schedule my classes

#19 (7%) Helped me decide on and make changes in school subjects

Four Lowest Frequency of Choice Items

#14 (3%) Gave or helped me get information about vocational-technical schools or military training

#25 (2%) Helps graduating seniors find jobs

#30 (2%) Works with me in trying to decide on a career

#23 (2%) Worked with me trying to decide on a school or college to attend

CEP No. 3 Student Guidance Questionnaire - A Comparison of Groups

To make a comparison of how the various experimental and control counselors' groups rated the counseling they received the groups showing the highest percentage of favorable responses and ratings were tallied and examined (see p. 189 for details). In other words, which group showed up with the most positive set of counselor ratings and responses from students?

In reviewing the results of CEP No. 3 relative to various student groups' responses to questions #1 through 10, six of them were significant (three significant both years) although none were significant for questions #4-7. The significant responses came from questions #1, 2, 8, 9, and 10. Of the total of 10 highest ratings produced in this analysis 7 of them or 70% were from the experimental counseled students. Three of them or 30% were from the control counseled students.

A breakdown of these results reveals that the experimental counseled students showed the highest per cent (50%), the second year, seeing their counselor three or more times during the year; more see the counselor available for students throughout the day both years (82% & 79%); 'usually' or 'always' after counseling see more than one way to deal with personal concerns (68%); more had 1-5 contacts with the counselor during the year for personal problems for both years (46% & 49%); and the second year more students saw the counselor many times during that year for personal problems (16%).

The control counseled group showed the highest per cent (60%) the first year seeing the counselor three or more times, more expecting more than 15 minutes from the counselor per session the second year (22%), and more (22%) saw the counselor many times the first year for personal problems.

Follow-up Year

The second year was the follow-up year or one year after consultation was provided for the experimental counselors. This was, of course, a primary project focus and interest was in the group of counselors who received the most favorable set or highest per cent of ratings and responses from students on those SGQ questions where the chi square was significant. The experimental counselors of CEP No. 3 received the most positive set of student responses (83%) from the counseled group out of all those which were favorable the second year. They had the highest per cent who reported seeing the counselor 'three or more times' during the year (50%); who estimated the counselor sees students '4-5 hours' or 'more than 5 hours per day' (79%); who 'usually' or 'always' reported seeing more than one way to deal with their concerns after talking with the counselor (68%); and who reported discussing personal problems with the counselor '1-5 times' (46%) or 'many times' (16%) during the year.

The control counseled students showed the highest per cent (22%) who reported they expected 'more than 15 minutes' from the counselor per session when they go in for an appointment. This accounted for 17% of all the favorable ratings.

Comparison of Experimental and Control Counselors On Interpersonal Relationship Variables

The twentieth research question sought to compare the experimental and control counselors by preparation program on the FIRO-B scales which assess self-ratings on six personal quality variables, three (inclusion, control and affection) as *expressed* and the same three qualities as *wanted* by the subject. To answer this question, the ANOVA was used to determine if any differences which occurred were significant. The mean scores and results are presented in Tables 54 and 55.

The results of this analysis indicate that there were no significant differences among the various counselor groups on any of the six scales

Table 54

Fundamental Interpersonal Relationship Orientation - Behavior Scale Mean Scores of Counselors, Experimental and Control All Preparation Programs

COLLEGE	Group	N	Mean					
			Expressed			Wanted		
			Inclusion	Control	Affection	Inclusion	Control	Affection
College 1	E	4	5.25	1.50	6.75	4.50	4.00	7.75
	C	3	6.67	2.00	7.33	7.00	4.33	7.00
College 2	E	4	5.60	2.20	5.20	3.80	4.80	5.80
	C	4	5.00	2.00	5.00	6.25	4.25	6.50
College 3	E	3	5.33	4.67	7.00	5.33	4.00	8.33
	C	3	6.33	2.33	6.00	8.33	4.67	7.33
College 4	E	4	4.75	2.25	6.75	6.00	4.25	7.00
	C	4	5.00	3.25	6.75	7.50	3.75	7.25

of the FIRO-B. Coming quite close to significance. (F .95 for 1.22 of = 4.30) was the F of 4.19 on the *Inclusion Wanted* variable between preparation programs.

Counseling Style and Interpersonal Relationship Variables

The twenty-first research question sought to determine the relationship between the counseling style of counselors and their interpersonal relationship variables as measured by the FIRO-B by Schutz.

To answer this question the follow-up year or third set of counseling tape samples were coded and analyzed according to the Hill Interaction Matrix and cluster analyzed through the normalized vectors to determine profiles. Counselors whose styles were similar were formed into clusters. The mean scores of the counselors in the clusters on the six FIRO-B scales (inclusion expressed, control expressed, affection expressed, inclusion wanted, control wanted, and affection wanted) were compared by ANOVA. The results are based on two sets of data analyses, the *students'* verbal responses and the *counselors'* responses. The results are presented in Tables 56 and 57.

The results in Table 56 indicate, based on analysis of counselor responses, that there were no significant differences but in Table 57, based on student responses, it will be noted that with the *affection wanted* dimension there were significant differences. To locate these differences among the clusters the Newman-Keuls method of total difference scores was used and the results presented in Table 58. There was a significant

Table 55

Analysis of Variance of Counselors on Interpersonal Relationship Orientation Scales (FIRO-B), Between All Counselor Education Programs and Between Experimental and Control Counselors.

Source	df	ss	ms	F
Inclusion Expressed				
Group	3	5.47	1.82	.54
Programs	1	1.94	1.94	.57
Group X Program	3	4.29	1.43	.42
Error	22	74.70	3.40	
Control Expressed				
Group	3	12.96	4.32	1.47
Programs	1	.49	.49	.17
Group X Program	3	11.76	3.92	1.33
Error	22	64.63	2.94	
Affection Expressed				
Group	3	16.17	5.39	1.06
Programs	1	.17	.17	.03
Group X Program	3	2.34	.78	.15
Error	22	111.72	5.08	
Inclusion Wanted				
Group	3	16.28	5.43	.56
Program	1	40.59	40.59	4.19
Group X Program	3	2.14	.71	.07
Error	22	212.88	9.67	
Control Wanted				
Group	3	1.10	.36	.14
Program	1	.001	.001	.0004
Group X Program	3	2.01	.67	.26
Error	22	56.38	2.56	
Affection Wanted				
Group	3	11.02	3.67	.95
Program	1	.29	.29	.08
Group X Program	3	3.55	1.18	.30
Error	22	84.63	3.85	

difference between cluster 2 (X = 8.00) and cluster 3 (X = 5.90 on the affection-wanted variable.

The counselors were subdivided into elementary and secondary and mean scores analyzed by the same procedures to determine if any additional light might be shed on these relationships. The results are presented in Tables 59, 60, 61, and 62.

Table 56

Counseling Style Cluster Analyses of *Counselor Responses* in Relation to Interpersonal Relationship Orientation (FIRO-B)

(N=28)

Dimension	Cluster	Mean	S.D.	df	F
Inclusion Expressed	1	5.43	1.91	2.25	.009
	2	5.33	1.12		
	3	5.40	1.52		
Control Expressed	1	2.43	1.70	2.25	.31
	2	3.00	1.50		
	3	2.60	2.07		
Affection Expressed	1	6.07	2.02	2.25	.16
	2	6.56	2.51		
	3	6.00	2.12		
Inclusion Wanted	1	5.07	3.00	2.25	.65
	2	6.56	2.96		
	3	6.00	3.74		
Control Wanted	1	3.64	1.01	2.25	2.30
	2	4.44	1.42		
	3	5.00	1.87		
Affection Wanted	1	6.43	1.98	2.25	.99
	2	7.44	1.24		
	3	7.40	2.51		

The results in Table 59 indicate that with elementary school counselors there were significant differences based on counselor responses at the .10 level between clusters 2 and 3 with cluster 2 showing a mean of 5.80 and cluster 3 a higher one at 8.33 on the *affection expressed* scale. Based on pupil responses in Table 60 it is revealed that cluster 2 had a higher mean (8.00) than cluster 3 (5.00) on the *affection wanted* scale at the .10 level of significance and the *affection expressed* scale as well, cluster 2, $\overline{X} = 7.40$ and cluster 3, $\overline{X} = 4.50$.

Analyzing the counselor and student responses the same way with secondary school counselors failed to produce any such relationships as can be noted in Tables 61 and 62.

Counselor Interpersonal Relationship Variables and the Distribution of Time Across Various Time-Function Variables

The twenty-second research question aimed at determining the relationship between counselor interpersonal relationship variables and how counselors spent time on function purposes, types of functions, and counselor effort variables.

To answer this question, multiple regression stepwise backward regression analysis was used to determine what combination of counselor

Table 57

Counseling Style Cluster Analyses of *Student Responses* in Relation to Interpersonal Relationship Orientation (FIRO-B)

(N = 28)

Dimension	Cluster	Mean	S.D.	df	F
Inclusion Expressed	1	5.38	1.41	2.25	.23
	2	5.10	1.66		
	3	5.60	1.84		
Control Expressed	1	2.75	2.19	2.25	.14
	2	2.30	1.49		
	3	2.50	1.65		
Affection Expressed	1	6.00	2.62	2.25	1.15
	2	7.00	1.89		
	3	5.60	1.90		
Inclusion Wanted	1	5.63	3.85	2.25	2.81
	2	7.50	1.35		
	3	4.40	3.27		
Control Wanted	1	4.37	1.69	2.25	1.45
	2	4.60	1.26		
	3	3.60	1.17		
Affection Wanted	1	7.00	2.07	2.25	3.59*
	2	8.00	1.15		
	3	5.90	1.97		

* Significant at the .05 level

Table 58

Newman-Keuls Method of Total Difference Score Comparison of Cluster Analysis of *Student Responses* on the *Affection Wanted* Interpersonal Variable

Cluster	3	1	2
3 ($\bar{X}$ = 5.90)	–	1.10	2.10*
1 ($\bar{X}$ = 7.50)		–	1.00
2 ($\bar{X}$ = 8.00)			–
* r		2	3
Q values .05 level		2.92	3.53
Critical values		1.69	2.04

(df 2, 25)

Table 59

Counselor Cluster Analyses in Relation to FIRO-B Scores - Elementary School Counselors

(Counselor Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Inclusion Expressed	2	4.20	2.17	1,6	1.75
	3	6.00	1.00		
2 Control Expressed	2	2.20	1.79	1,6	1.57
	3	3.67	1.56		
3 Affection Expressed	2	5.80	1.92	1,6	4.67*
	3	8.33	0.58		
4 Inclusion Wanted	2	6.00	2.56	1,6	1.61
	3	8.00	1.00		
5 Control Wanted	2	3.80	0.84	1,6	0.24
	3	4.33	2.31		
6 Affection Wanted	2	6.40	1.82	1,6	2.65
	3	8.33	1.55		

* Significant at the .10 level.

time-function variables, if any, contribute most to the six dependent interpersonal relationship variables. The regression analysis was conducted in two parts; the purposes (developmental and remedial) of the functions performed by the secondary counselors were used in combination with the effort variables of average time spent per function and number of functions performed by the counselors. The second regression analysis used the two counselor effort variables plus the types of functions performed: individual and group counseling; developmental classroom guidance and orientation activities; consultation; observation and in-service; and placement, registration, and testing.

Inclusion Expressed

The results of the first and second analyses starting with the *inclusion expressed* variable presented in Tables 63 and 64 indicate there were no combinations of counselor effort and purpose of function variables and counselor effort and type of function variables which were significant predictors of this variable.

Table 60
Counselor Cluster Analyses in Relation to FIRO-B Scores - Elementary School Counselors
(Pupil Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Inclusion Expressed	2	5.00	2.00	1,5	0.30
	3	4.00	2.83		
2 Control Expressed	2	2.00	1.23	1,5	1.53
	3	3.50	2.12		
3 Affection Expressed	2	7.40	1.82	1,5	4.39*
	3	4.50	0.71		
4 Inclusion Wanted	2	7.40	1.52	1,5	1.51
	3	5.00	4.24		
5 Control Wanted	2	4.20	1.64	1,5	0.02
	3	4.00	1.41		
6 Affection Wanted	2	8.00	1.41	1,5	6.43*
	3	5.00	1.41		

* Significant at the .10 level.

Control Expressed

Continuing with the first analysis based on the *control expressed* variable the results presented in Table 65 reveal that two combinations of counselor effort and purpose of function variables were significant predictors. High counselor time serving developmental purposes, high counselor time spent per function and completing a large number of functions as one significant combination yielded a multiple correlation of .70 and accounted for 49% of the criterion variance.

A second combination, high average time per function and completing a large number of functions produced a second set of significant predictors yielding a multiple correlation of .59 and accounted for 35% of the criterion variance.

In the second analysis the only significant combination of predictors in Table 66 was the high average time per function and high number of functions performed pair which showed up in the first analysis above.

Affection Expressed

In the first regression analysis there were two combinations of signifi-

Table 61

Counselor Cluster Analyses in Relation to FIRO-B Scores - Secondary School Counselors

(Pupil Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Inclusion Expressed	1	5.26	1.49	2.17	0.61
	2	5.20	1.48		
	3	6.00	1.51		
2 Control Expressed	1	2.43	2.15	2.17	0.06
	2	2.60	1.82		
	3	2.25	1.58		
3 Affection Expressed	1	5.71	2.69	2.17	0.24
	2	6.60	2.07		
	3	5.88	2.03		
4 Inclusion Wanted	1	5.43	4.12	2.17	1.58
	2	7.60	1.34		
	3	4.25	3.33		
5 Control Wanted	1	4.57	1.72	2.17	2.30
	2	5.00	0.71		
	3	3.50	1.19		
6 Affection Wanted	1	7.00	2.24	2.17	1.43
	2	8.00	1.00		
	3	6.13	2.10		

cant predictors of the *affection expressed* variable: high average time per function as a single predictor yielded a .57 multiple correlation and accounted for 32% of the criterion variance. A second combination added low number of functions performed to the above variable producing a .57 correlation and accounted for 33% of the criterion variance.

In the second regression analysis four sets were revealed as significant predictors: the high average time spent per function as above (.57) plus three others. High time spent on developmental classroom guidance and orientation, and high average time per function yielded a .63 correlation

Table 62

Counselor Cluster Analyses in Relation to FIRO-B Scores - Secondary School Counselors

(Counselor Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Inclusion Expressed	1	6.11	1.45	2,17	1.25
	2	5.00	1.09		
	3	5.40	1.52		
2 Control Expressed	1	2.55	1.74	2,17	0.007
	2	2.67	1.63		
	3	2.60	2.07		
3 Affection Expressed	1	6.22	2.17	2,17	0.10
	2	5.67	2.66		
	3	6.00	2.12		
4 Inclusion Wanted	1	4.56	3.25	2,17	0.39
	2	5.83	3.43		
	3	6.00	3.74		
5 Control Wanted	1	3.56	1.13	2.17	2.14
	2	4.50	1.05		
	3	5.00	1.87		
6 Affection Wanted	1	6.44	2.19	2.17	0.38
	2	7.00	1.09		
	3	7.40	2.51		

and accounted for 40% of the criterion variance. Added to these two variables to form another significant combination was high time spent in consultation and in-service activities producing a .65 correlation and accounted for 42% of the criterion variance.

Adding high counselor time on placement, registration and testing to the above three variables (high time consulting, observing, and in-service; high time on developmental classroom guidance and orientation; and high average time per function) yielded a correlation of .66 and accounted for 44% of the criterion variance. See Tables 67 and 68.

Table 63

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Inclusion Expressed*

(N = 21)

Variable	R	F	P
RP	.40	3.65	NS
-NFP, RP	.51	3.24	NS
ATPF, -NFP, RP	.52	2.08	NS
-DP, ATPF, -NFP, RP	.52	1.48	NS

RP—Remedial Purpose; NFP—Number of Functions Performed; ATPF—Average Time Per Function; and DP—Developmental Purpose.

Table 64

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Inclusion Expressed*

(N = 21)

Variable	R	F	P
-DCG&O	.23	1.15	NS
ATPF, -DCG&O	.36	1.38	NS
-NFP, ATPF, DCG&O	.43	1.27	NS
-I&GC, -NFP, ATPF, DCG&O	.48	1.22	NS
CO&I-S, -I&GC, -NFP, ATPF, DCG&O	.55	1.28	NS
PR&T, CO&I-S, -I&GC, -NFP, ATPF, -DCG&O	.57	1.14	NS

DCG&O—Developmental Classroom Guidance; ATPF—Average Time Per Function; NFP—Number of Functions Performed; I&GC—Individual and Group Counseling; CO&I-S—Consulting, Observation and In-service; and PR&T—Placement, Registration and Testing.

Inclusion Wanted

In the first regression analysis there were three combinations of predictors which correlated significantly with the *inclusion wanted* variable. See Table 69. High counselor time spent serving developmental purposes, high number of functions performed, and high average time per function yielded a .70 correlation and accounted for 48% of the criterion variance.

Another combination of predictors included high number of functions performed and high average time per function for .68 correlation and accounted for 46% of the criterion variance. A third set included high counselor average time per function as a single predictor which yielded a .43 correlation and accounted for 19% of the criterion variance.

Table 65

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Control Expressed*

(N=21)

Variable	R	F	P
NFP	.41	3.74	NS
ATPF, NFP	.59	4.89	.05
DP, ATPF, NFP	.70	5.42	.01

NFP—Number of Functions Performed; ATPF—Average Time Per Function; DP—Developmental Purpose; RP—Remedial Purpose.

Table 66

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Control Expressed*

(N=21)

Variable	R	F	P
NFP	.41	3.74	NS
ATPF, NFP	.59	4.89	.05
DCG&O, ATPF, NFP	.59	3.12	NS
PR&T, DCG&O, ATPF, NFP	.60	2.23	NS
I&GC, PR&T, DCG&O, ATPF, NFP	.60	1.68	NS

NFP—Number of Functions Performed; ATPF—Average Time Per Function; DCG&O—Developmental Classroom Guidance and Orientation; PRT&T—Placement, Registration and Testing; and I&GC—Individual and Group Counseling.

In the second regression analysis, five combinations were significant predictors of the *inclusion wanted* variable. See Table 70. High number of functions performed alone (r = .43) and combined with high average time per function show up again as above (R = .68) to form the first two combinations. A third combination included these two variables plus high counselor time consulting, observing, and in-service to yield a .70 correlation and accounted for 48% of the criterion variance.

A fourth combination of predictors picked up the additional variable (in addition to the above) of high counselor time spent in placement, registration, and testing functions which correlated .70 with the dependent variable and accounted for 49% of the criterion variance.

A final combination added a fifth independent variable to the proceeding set, high counselor time spent in developmental classroom guidance activities, to produce a .70 correlation and accounted for 49% of the criterion variance.

Table 67

Multiple Correlations of Combinations of Counselor *Effort and Purpose* of Function Variables as Predictors Counselor of Interpersonal Relationship Orientation (FIRO-B)–*Affection Expressed*

(N = 21)

Variable	R	F	P
ATPF	.57	9.01	.01
-NFP, ATPF	.57	4.41	.05
-RP, -NFP, ATPF	.58	2.86	NS

NFP–Number of Functions Performed; ATPF–Average Time Per Function; DP–Developmental Purpose; RP–Remedial Purpose.

Table 68

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)–*Affection Expressed*

(N = 21)

Variable	R	F	P
ATPF	.57	9.01	.01
DCG&O, ATPF	.63	5.90	.05
CO&I-S, DCG&O, ATPF	.65	4.12	.05
PR&T, CO&I-S, DCG&O, ATPF	.66	3.01	.05
-NFP, PR&T, CO&I-S, DCG&O, ATPF	.66	2.34	NS

ATPF–Average Time Per Function; DCG&O–Developmental Classroom Guidance and Orientation; CO&I-S–Consulting, Observation and In-service; PR&T–Placement, Registration and Testing; and NFP–Number of Functions Performed.

Control Wanted

The first regression analysis concerning counselor use of time across the purposes of functions and counselor effort variables failed to produce any significant predictors of the *control wanted* variable. See Table 71.

The second regression analysis based on type of functions performed and counselor effort variables also failed to uncover any significant predictors as well. See Table 72.

Affection Wanted

The first analysis of this set of variables indicated three combinations of significant predictors: high average time per function alone (r = .58); and in combination with high counselor time spent with developmental purposes yielded a .64 correlation and accounted for 41% of the criterion variance. The third set included high counselor time with developmental purposes, high average time per function and low number

Table 69

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Inclusion Wanted*

(N=21)

Variable	R	F	P
ATPF	.43	4.39	.05
NFP, ATPF	.68	7.80	.01
DP, NFP, ATPF	.70	5.33	.01

ATPF—Average Time Per Function; NFP—Number of Functions Performed; DP—Developmental Purposes; RP—Remedial Purposes.

Table 70

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Inclusion Wanted*

(N=21)

Variable	R	F	P
ATPF	.43	4.39	.05
NFP, ATPF	.68	7.80	.01
CO&I-S, NFP, ATPF	.70	5.30	.01
PR&T, CO&I-S, NFP, ATPF	.70	3.81	.05
DCG&O, PR&T, CO&I-S, NFP, ATPF	.70	2.90	.05

ATPF—Average Time Per Function; NFP—Number of Functions Performed; CO&I-S—Consultation, Observation and In-service; PR&T—Placement, Registration and Testing; and DCG&O—Developmental Classroom Guidance and Orientation.

Table 71

Multiple Correlations of Combinations of Counselor *Efforts* and *Purpose* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Control Wanted*

(N=21)

Variable	R	F	P
ATPF	.28	1.66	NS
-NFP, ATPF	.35	1.28	NS
RP, -NFP, ATPF	.37	.91	NS

ATPF—Average Time Per Function; NFP—Number of Functions Performed; RP—Remedial Purposes; and DP—Developmental Purposes.

of functions to form a .65 correlation and accounted for 43% of the criterion variance. See Table 73.

The second regression analysis produced four sets of predictors: high average time per function alone as with the previous analysis (r = .58); and in combination with high counselor time with developmental classroom guidance yielded .64 correlation and accounted for 42% of the criterion variance. See Table 74.

A third set included the two variables above plus high counselor time in consulting, observation and in-service yielded .66 correlation and accounted for 44% of the criterion variance.

A fourth combination included low counselor time in placement, registration, and testing; high time in consulting, observation and in-service, high time in developmental classroom guidance activities, and high average time spent per function and yielded a .68 correlation with the criterion accounting for 46% of the criterion variance.

Table 72

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Control Wanted*

(N=21)

Variable	R	F	P
ATPF	.28	1.66	NS
-I&GC, ATPF	.36	1.31	NS
-NFP, -I&GC, ATPF	.49	1.78	NS
DCG&O, -NFP, -I&GC, ATPF	.56	1.87	NS
PR&T, DCG&O, -NFP, -I&GC, ATPF	.63	1.96	NS

ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; NFP—Number of Functions Performed; DCG&O—Developmental Classroom Guidance and Orientation; PR&T—Placement, Registration and Testing.

Table 73

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Counselor Interpersonal Relationship Orientation (FIRO-B)—*Affection Wanted*

(N=21)

Variable	R	F	P
ATPF	.58	9.41	.01
DP, ATPF	.64	6.35	.01
-NFP, DP, ATPF	.65	4.22	.05

ATPF—Average Time Per Function; DP—Developmental Purposes; NFP—Number of Functions Performed; and RP—Remedial Purposes.

Table 74

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor Interpersonal Relationships Orientation (FIRO-B)–*Affection Wanted*

(N=21)

Variable	R	F	P
ATPF	.58	9.41	.01
DCG&O, ATPF	.64	6.40	.01
CO&I-S, DCG&O, ATPF	.66	4.42	.05
-PR&T, CO&I-S, DCG&O, ATPF	.68	3.37	.05
-NFP, -PR&T, CO&I-S, DCG&O, ATPF	.46	2.55	NS

ATPF–Average Time Per Function; DCG&O–Developmental Classroom Guidance and Orientation; CO&I-S–Consultation, Observation and In-service; PR&T–Placement, Registration and Testing; and NFP–Number of Functions Performed.

Comparison of Experimental and Control Counselors On Introversion-Extroversion and Stability-Neuroticism Dimensions

The twenty-third research question sought to examine the relationship between experimental and control counselors by preparation program on Eysenck's two personality variables, introversion-extroversion and stability-neuroticism. To answer this question, the ANOVA was used to determine if any differences which occurred were significant. The mean scores and results are presented in Tables 75 and 76.

The results of the ANOVA indicate interaction with the stability-neuroticism variable between counselor groups and preparation programs. An examination of Figure 11 shows that with two of the counselor education programs the experimental counselors had higher mean scores on this dimension whereas with the other two preparation programs the control counselors had higher mean scores. Through the method of comparing any two means within colleges (Winer, 1962), it was revealed that the experimental group of counselors in CEP No. 3 had a significantly higher mean score (8.33) than the control group (3.67) on the stability-neuroticism scale in the direction of neuroticism qualities. See Table 77. The *t* of -1.80 between experimental ($\overline{X}$ = 3.00) and control counselors ($\overline{X}$ = 6.50) associated with CEP No. 2 was significant at the .10 level with the control counselors having the higher mean score.

Counseling Style and Counselor Introversion-Extroversion and Stability-Neuroticism Qualities

The twenty-fourth research question aimed at determining the relationship between the counseling style of counselors and their personal qualities along introversion-extroversion and stability-neuroticism dimensions.

Table 75

Eysenck Personality Inventory Mean Scores of Counselors, Experimental and Control All Preparation Programs

COLLEGE	Group	MEAN		
		N	Introversion-Extroversion	Stability-Neuroticism
College 1	E	4	8.75	6.00
	C	4	12.25	3.75
College 2	E	4	13.00	3.00
	C	4	12.00	6.50
College 3	E	3	13.33	8.33
	C	3	12.67	3.67
College 4	E	4	11.40	4.60
	C	4	12.00	7.67

Table 76

Analysis of Variance of Counselors on Introversion-Extroversion and Stability-Neuroticism Dimensions Between All Counselor Education Programs and Between Experimental and Control Counselors.

Introversion-Extroversion

Source	df	ss	ms	f
Group	3	25.95	8.65	.64
Programs	1	2.69	2.69	.20
Group X Program	3	22.86	7.62	.56
Error	22	298.03	13.55	
		Stability-Neuroticism		
Group	3	11.56	3.85	.51
Programs	1	.06	.06	.007
Group X Program	3	88.12	29.37	3.87*
Error	22	166.95	7.59	
		Lie		
Group	3	3.27	1.09	.32
Program	1	.11	.11	.03
Group X Program	3	1.35	.45	.13
Error	22	74.33	3.38	

* Significant at .05 level.

Table 77

Comparison of Any Two Means on Stability-Neuroticism Scale of Eysenck Personality Inventory, Experimental and Control Counselors, All Preparation Programs.

College	Group	N	Stability-Neuroticism Mean Score	t
1	E	4	6.00	1.16
	C	4	3.75	
2	E	4	3.00	−1.80*
	C	4	6.50	
3	E	3	8.33	2.08**
	C	3	3.67	
4	E	4	4.60	−1.52
	C	4	7.67	

* Significant at the .10 level.
** Significant at the .05 level.

To answer this question the follow-up year sample of counseling tapes were coded, both counselor and student responses, according to the Hill Interaction Matrix (HIM) and cluster analyzed through the normalized vectors (see pp. 95–96) to determine the counseling style profiles. Counselors whose styles were similar were formed into clusters. The ANOVA was used to determine if any differences between counselor cluster mean scores on the personality dimensions were significant. The results are presented in Tables 78 to 83 covering all counselors taken together, secondary counselors alone, and elementary school counselors alone based on both student and counselor responses.

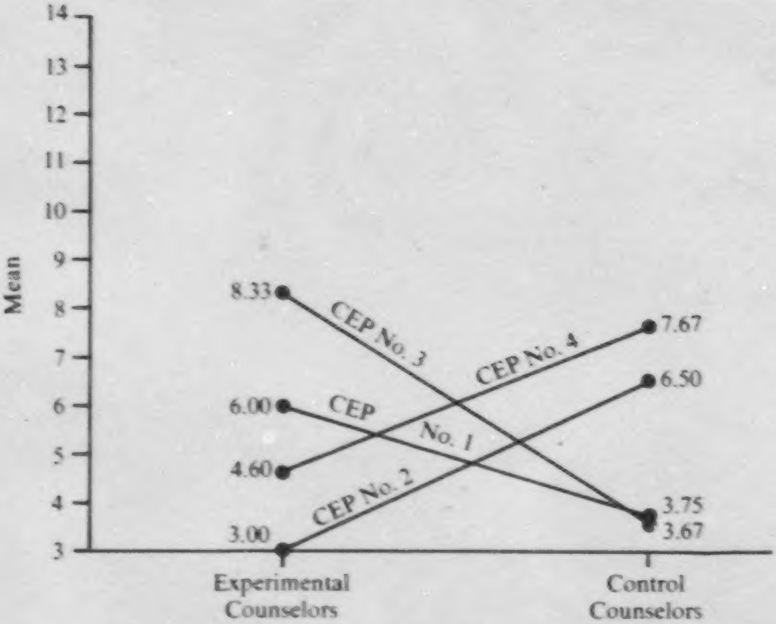
The results of Tables 78 and 79 regarding all counselors taken together (student and counselor responses) indicate ~~on~~ the personal qualities in question there were no significant differences among the counselors whose counseling style fell in one of the three clusters.

The results of Tables 80 and 81 reveal that there were no significant differences among the *secondary* counselors on these personality dimensions according to their counseling style.

The results of Tables 82 and 83 show that there were no significant differences between the two counseling style clusters of *elementary* school counselors on the extroversion-introversion and neuroticism-stability dimensions.

Figure 11

Relationships Between Experimental and Control Counselors' Mean Stability–Neuroticism Scores of the Various Counselor Education Programs



The Relationship Between Counselors Use of Time on Various Functions and Their Personal Qualities on Introversion-Extroversion and Stability-Neuroticism Dimensions

The twenty-fifth research question sought to determine the relationship between secondary counselors'* personal qualities on introversion-extroversion and stability-neuroticism scales and how they spent their time on the purposes of functions, types of functions performed, and counselor effort variables. To search this question, multiple correlation through stepwise backward regression analysis was used on the following predictors: developmental purposes; remedial purposes; individual and group counseling; developmental classroom guidance and orientation; consultation, observation and in-service; and placement, registration and testing; average time spent per function; and number of functions performed.

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*Elementary school counselors' time-function data were not analyzed because a sample of eight is too small for this procedure.

Table 78

Counseling Style Cluster Analysis of *Counselor Responses* in Comparison to Eysenck Personality Variables

(N = 28)

Dimension	Cluster	Mean	S.D.	df	F
Introversion-Extroversion	1	11.21	3.26	2.25	.59
	2	11.44	3.97		
	3	13.20	3.77		
Neuroticism-Stability	1	4.14	2.71	2.25	1.86
	2	6.44	2.79		
	3	6.00	3.94		
Lie Scale	1	3.29	1.77	2.25	.55
	2	2.56	1.59		
	3	2.80	1.48		

Table 79

Counseling Style Cluster Analysis of *Student Responses* in Comparison to Eysenck Personality Variables

(N = 28)

Dimension	Cluster	Mean	S.D.	df	F
Introversion-Extroversion	1	11.63	4.57	2.25	.15
	2	12.10	3.07		
	3	11.20	3.36		
Neuroticism-Stability	1	6.00	2.30	2.25	.87
	2	5.40	2.50		
	3	4.20	3.15		
Lie Scale	1	2.50	1.31	2.25	1.91
	2	2.40	1.51		
	3	3.70	1.95		

The regression analysis was conducted in two steps, once using the counselor effort variables of average time spent per function and number of functions performed in combination with *purpose* variables (developmental and remedial) and once in combination with the *type* of function variables (individual and group counseling; developmental classroom guidance; consultation; observation, and in-service; and placement, registration; and testing). The results are presented in Tables 84 to 87.

Table 80

Counseling Style Cluster Analyses in Relation to Eysenck Personality Scores - Secondary School Counselors

(Student Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Extroversion Introversion	1	10.71	4.07	2,17	0.94
	2	13.40	1.82		
	3	11.37	3.54		
2 Neuroticism Stability	1	5.86	3.53	2,17	0.99
	2	5.20	1.64		
	3	3.88	2.53		

Table 81

Counseling Style Cluster Analyses in Relation to Eysenck Personality Scores - Secondary School Counselors

(Counselor Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Extroversion Introversion	1	11.78	3.53	2,17	1.09
	2	10.17	2.86		
	3	13.20	3.77		
2 Neuroticism Stability	1	4.00	2.39	2,17	0.98
	2	5.67	2.73		
	3	6.00	3.94		

Introversion-Extroversion

The results of the first regression analysis on the *introversion-extroversion dimension* in relation to counselor time spent on various function purposes and counselor effort variables are presented in Table 84. The results indicate there were no significant predictors of this personal dimension among the following variables: time spent serving developmental purposes, remedial purposes, average time spent per function and number of functions performed.

Table 82

Counseling Style Cluster Analyses in Relation to Eysenck Personality Scores - Elementary School Counselors

(Counselor Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Extroversion Introversion	1	10.20	2.78	1,6	1.87
	2	14.00	5.29		
2 Neuroticism Stability	1	4.40	3.51	1,6	2.31
	2	8.00	2.65		

Table 83

Counseling Style Cluster Analyses in Relation to Eysenck Personality Scores - Elementary School Counselors

(Pupil Responses)

VARIABLE	Cluster	Mean	S.D.	df	F
1 Extroversion Introversion	1	10.80	3.70	1,5	0.01
	2	10.50	3.54		
2 Neuroticism Stability	1	5.60	3.36	1,5	0.0008
	2	5.50	6.36		

Table 84

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Counselor *Introversion-Extroversion* Qualities

(N = 21)

Variable	R	F	P
ATPF	.27	1.48	NS
NFP, ATPF	.44	2.15	NS
RP, NFP, ATPF	.46	1.55	NS

ATPF - Average Time Per Function; NFP - Number of Functions Performed; RP - Remedial Purposes; and DP - Developmental Purposes.

The results of the second regression analysis on the *introversion-extroversion* dimension using a second set of predictor variables is presented in Table 85. The results show that there were no significant combinations of predictors of this quality among the following variables: individual and group counseling; developmental classroom guidance; consultation, orientation, and in-service; placement, registration, and testing; average time spent per function; and number of functions performed.

Stability and Neuroticism

The same regression analysis was repeated on the second personality dimension, *stability-neuroticism*, and the results are presented in Table 86 and Table 87.

Table 85

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor *Introversion-Extroversion* Qualities

(N=21)

Variables	R	F	P
ATPF	.27	1.48	NS
NFP, ATPF	.44	2.15	NS
DCG&O, NFP, ATPF	.46	1.49	NS
-PR&T, DCG&O, NFP, ATPF	.47	1.17	NS
CO&I-S, -PR&T, DCG&O, NFP, ATPF	.48	.91	NS

ATPF—Average Time Per Function; NFP—Number of Functions Performed; DCG&O—Developmental Classroom Guidance and Orientation; I&GC—Individual and Group Counseling; PR&T—Placement, Registration and Testing; and CO&I-S—Consultation, Observation and In-service.

The results in Table 86 reveal that one variable alone, high time spent serving developmental purposes, was a significant predictor of the *stability-neuroticism* quality. The multiple correlation of .45 accounted for 20% of the criterion variance.

Table 86

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Counselor *Neuroticism-Stability* Qualities

(N=21)

Variable	R	F	P
DP	.45	4.76	.05
ATPF, DP	.45	2.30	NS
-NFP, ATPF, DP	.45	1.45	NS

DP—Development Purposes; RP—Remedial Purposes; ATPF—Average Time Per Function; NFP—Number of Functions Performed.

The results of the second regression analysis (Table 87) reveal that none of the following predictor variables were significant predictors of the *stability-neuroticism* quality: individual and group counseling; developmental classroom guidance and orientation; consultation, observation and in-service; placement, registration and testing; average time spent per function; and number of functions performed.

Table 87

Multiple Correlations of Combination of Counselor *Effort* and *Type* of Function Variables as Predictors of Counselor *Neuroticism-Stability* Qualities

(N=21)

Variable	R	F	P
I&GC	.29	1.79	NS
PR&T, I&GC	.40	1.68	NS
-NFP, PR&T, I&GC	.43	1.27	NS
DCG&O, -NFP, PR&T, I&GC	.45	1.03	NS
ATPF, DCG&O, -NFP, PR&T, I&GC	.46	.82	NS

I&GC - Individual and Group Counseling; PR&T - Placement, Registration and Testing; NFP - Number of Functions Performed; DCG&O - Developmental Classroom Guidance and Orientation; CO&I/S - Consultation, Observation and In-service; ATPF - Average Time Per Function.

> "Consequently, whatever the level of experience, we have no choice but either to operate in accord with the pattern it provides or else to neglect the place of intelligence in the development and control of a living and moving experience."
>
> John Dewey–*Experience and Education* (1938)

Chapter 5

Summary, Discussion and Conclusions

A major purpose of the study was to determine whether or not it is possible to facilitate counselor education role model implementation and counselor effectiveness by providing a group of recently prepared counselors with consultation from a counselor educator during a school year. An experimental group of counselors was compared to a control group which did not receive consultation. The three-year study began by each of the four participating counselor education programs identifying their specific program objectives followed by identification of strategies consultants might use to assist counselors with implementing their roles in the schools. The method used to study role model implementation was to log samples of counselors' working days over a two-year period and compare them as to how time and effort should be distributed among the various functions according to the preparing institution. Another clue to model implementation relates to whether or not counselors were counseling in a style compatible with that encouraged by the preparing institution. Determination of model effectiveness, another major purpose of the study, was achieved by examining student and staff guidance outcome variables and comparing them one year after consultation with the previous year as well as analyze counselor functions and counselor effort variables as possible predictors. Further insight was gained by examining interrelationships of the various professional groups' attitudes toward guidance role concepts and counselor tasks. Another aspect, exploratory in nature, examined the relationship between counselor personality variables and a) counselors' distribution of time across various functions as well b)the style of counseling he/she uses during interviews.

Twenty-five research questions (Chapter 3, p. 37) were examined around four general areas: 1) counselor education objectives; 2) model implementation, 3) model effectiveness and related aspects; and 4) interrelationships between counselor role aspects and personal qualities as well as guidance outcome variables.

The research sample consisted of 29 recently employed counselors (21 secondary and 8 elementary) who completed counselor preparation at one of four Minnesota approved programs. The experimental group (11 secondary and 4 elementary) received consultation from a counselor educator from their preparing institution on a part-time basis during the 1971-72 school year. The control group (10 secondary and 4 elementary) did not receive any consultation. Four Minnesota counselor educators served as quarter-time consultants during project year one, identifying program objectives and strategies for consultation and year two, as consultants to their own counselor group. The counselors served 17 elementary and 20 secondary schools. Counselor education program objectives and consultation strategies were developed during 1970-71. For the counselor time-function log a 15% sample of the counselors' school days was drawn for each of the 1971-72 and 1972-73 school years. A total of 17,294 functions were examined, 6,518 the first year and 10,776 the second year. There were 746 teachers, administrators, and counselor educators sampled during the two years data were collected from the schools. There were 1,680 secondary and 640 elementary students selected for a total student sample of 2,320 students.

The instruments used in the study included two time-function logs, four Guidance Attitude Differentials (one for each institution), Perception of Counselor Tasks Questionnaire, Hill Interaction Matrix, Perception of Elementary School Guidance Functions, Perception of Counselor (teacher form), Career Problem-Solving Competence, Perception of Counselor (student form), Sears Self-Concept Scale, Rusch DUSO Affectivity Scale, Student Guidance Questionnaire, Eysenck Personality Inventory and Schutz FIRO-B Interpersonal Relationship Orientation Behavior Scale.

Analyses of the data were conducted through a variety of statistical methods including the following: analysis of variance, Newman-Kuels test, method of comparing any two means, t test, Spearman rank order correlation, chi square, multiple stepwise backward regression, and a cluster analysis using normalized vectors. The findings of the study are summarized below.

PART I MODEL IMPLEMENTATION AND RELATED FINDINGS

Findings Related to Research Question 1: *What are the objectives of each of the four counselor education programs?*

As pointed out in Chapter four the first part of the study began with the development and identification of preparation objectives for each of the four counselor education programs involved in the study. This was followed by consultation strategies which the project consultants planned to use in assisting project counselors with role model implementation and effectiveness. For a detailed list of consultation strategies see p. 62-77. The

Guidance Attitude Differential (GAD) used to assess various professional groups' attitudes toward their counselor's preparation program was derived from the lists of program objectives (Appendix B). The objectives for each counselor education program are summarized below. The complete list of the four preparation program objectives are found on pp. 62-77.

1. CEP No. 1 Objectives

This program staff identified nine objectives as encompassing their graduate program and included the following: a) counselor demonstrates warmth, sensitivity, and understanding of others; b) counselor exhibits individual and group counseling skills; c) counselor skillfully uses information in assisting others with personal, educational and vocational development; d) counselor regularly provides teachers with career development material for the classroom; e) counselor exhibits skill in selecting, evaluating, and interpreting appropriate guidance assessment tools; f) counselor is effective with placement and follow-up procedures; g) counselor exhibits skill in collecting, interpreting, and using data in evaluating guidance services; h) counselor can consult with significant others on behalf of the client; and i) counselor demonstrates a commitment to the profession and the clients.

2. CEP No. 2 Objectives

Twelve preparation objectives make up the list identified by the staff associated with this institution and embrace the following: a) counselor encouraged to join and participate in professional activities; b) counselor possesses professional knowledge and displays professional attitude toward the school and other community agencies; c) counselor develops skill, based upon professional knowledge and attitude, to work effectively with youth and with staff in developing the school as a supportive system; d) counselor learns to work with significant others on behalf of youth; e) counselor communicates effectively, orally and in writing; f) counselor understands counseling theories and techniques and possesses helpful counseling skills of his own, for both individuals and groups; g) counselor understands and is skillful in assisting secondary youth with educational and vocational problems; h) counselor can use appropriate appraisal devices to increase self-understanding of youth; i) counselor understands and appreciates the need for a balanced attitude toward research as well as humanistic activities; j) counselor develops an enthusiastic attitude toward his work; k) counselor practices professional ethical principles in both his public and private life.

3. CEP No. 3 Objectives

The counselor education staff at this institution identified the following eleven objectives of their program: a) counselor functions as a psychological consultant to the school on behalf of the psychosocial development of youth; b) counselor utilizes information in counseling individuals of varied economic, cultural, and ethnic backgrounds; c) in consulting with students, parents and teachers, the counselor draws upon career development theory and related information relative to post secondary decision-making; d) counselor selects, administers, and interprets test results to assist students with career exploration and selection; e) counselor utilizes research methodology to resolve behavioral and organizational problems; f) counselor can plan, implement, and evaluate an alternative learning experience to help a student cope with a school problem; g) counselor can conduct group counseling sessions; h) counselor can assemble and maintain relevant student information in the school records and communicates the contents to others orally or in writing; i) counselor conducts himself according to ethical professional standards; j) counselor refers students appropriately to others when beyond his/her skills; and k) counselor continues to read relevant research and evidences commitment toward further professional growth.

4. CEP No. 4 Objectives

The counselor educators associated with this program identified the following eight general objectives which are spelled out in greater detail elsewhere (p. 70): a) counselor possesses general knowledge of the profession, both theoretical literature and research findings; b) counselor demonstrates basic competence in the use of appraisal methods in guidance; c) counselor demonstrates skill in both individual and group counseling; d) counselor demonstrates basic skill with developmental classroom guidance experiences; 3) counselor can develop and implement behavior modification programs; f) counselor can consult with teachers, principals, and referral staff in matters concerning developmental psychology, learning, school organization, and referrals; g) counselor demonstrates competence in coordinating guidance activities; and h) demonstrates skill in applying human relations values in his/her work.

Findings Related to Research Question 2: *Did the experimental and control counselors spend time on functions as suggested by their counselor educators?*

Counselor Functions of CEP No. 1

Experimental Counselors (Secondary)

1. The first year the experimental group, with consultation, spent time on 21 of the 24 selected functions as suggested by the counselor educators from this program producing a role implementation rate of 68%. Actual time spent in individual counseling was lower than proposed (35/45%), consultation time was higher (17/10%), and time on clerical tasks was higher than recommended (7/0%). The second year, without consultation, this group's time-function data revealed the same pattern for

another 88% rate of role implementation. Thus this group performed within the suggested range of functions on 21 out of 24 role functions both years (Tables 5 & 14).

Control Counselors (Secondary)

2. The first year the profile of time use was similar to the experimentals with lower than proposed time on individual counseling (30/45%), and higher than proposed time both on consultation (21/10%) and clerical tasks (8/0%). The second year this group came closer to the suggested role model with only two functions not within the time limits: consultation (21/10%) and clerical activities (6/0%). The first year's degree or rate of implementation was 88% and the second year was 92%.

Counselor Functions of CEP No. 2

Experimental Counselors (Secondary)

3. With consultation the first year, this group was within the suggested time frame on 20 of the 24 selected functions for an 83% role implementation rate. Actual time was higher than proposed in consulting (13/5%), placement (7/1%), and clerical tasks (10/3%). Individual counseling was less (29/50%). The second year without consultation the role model implementation rate was the same as the first year, 83% although time spent in group counseling was higher than proposed (15/6%) but the time in placement activities was within the proposed time limits; the rest of the profile remained the same (Tables 6 & 14).

Control Counselors (Secondary)

4. The control's first year time-function profile was similar to the experimental group with less than recommended time in individual counseling (39/50%), and higher on both counsultation (15/5%) and clerical tasks (15/3%). Instead of placement like the experimental group this group was higher in time spent in developmental classroom guidance activities (8/0%). The second year this group did better and implemented 21 of the 24 functions within the suggested time frame for an 88% level of role implementation.

Counselor Functions of CEP No. 3

Experimental Counselor A (Secondary)

5. This preparation program stresses that no single distribution of counselor time-function effort is appropriate for all schools. Counselors are urged to determine local guidance needs and plan their time and effort accordingly. Therefore each counselor associated with this training program was asked to estimate for the study how time should be spent in their particular school. This experimental counselor the first year with consultation implemented 21 of the 24 functions within the suggested time

frames for an 88% rate of role model implementation (Tables 7 & 14). Time was higher than proposed time (27/17%) on consultation, clerical tasks (18/9%), and lower on time spent in behavior modification activities (3/10%). The second year without consultation this counselor, who moved to another school, was within the suggested time frame on 22 of the 24 selected functions for a role implementation rate of 92%. Time spent was lower than proposed in group counseling (11/17%) and higher in consultation (26/13%).

Control Counselor B (Secondary)

6. This counselor performed functions within the suggested time frames on 20 of the 24 selected functions for a role implementation rate of 83% (Tables 8 & 14). Actual time was higher than suggested in individual (20/10%) and group counseling (37/30%), consulting with others (16/10%), and attendance at professional meetings (15/5%). The second year this control counselor performed the selected functions within the suggested time frames on 22 of the 24 functions for a 92% rate of role model implementation. Consulting with others was higher than proposed (47/10%) whereas group counseling time was less than planned (16/30%).

Experimental Counselor C (Secondary)

7. The first year with consultation this experimental counselor spent time within the proposed time frame on 22 of the 24 selected functions for an implementation rate of 92% (Tables 9 & 14). Individual counseling time (33/15%) and counsulting time was higher than proposed (17/10%). The second year without consultation this worker performed 17 of the 24 selected functions within the suggested time frames for a role implementation rate of 71%. Actual time was higher than proposed time in individual counseling (39/15%), consultation (33/10%). Less than proposed time was spent in in-service (4/10%), placement activities (0/5%), referral activities (2/5%) and in recording activities (0/5%).

Control Counselor D (Secondary)

8. Functions performed by this person were within the suggested time frames on 19 of the 24 functions selected for study resulting in a 79% role implementation rate (Tables 10 & 14). Higher time than expected was spent in individual counseling (31/25%), consulting with others (27/15%), and in placement and registration activities (9/1%). Less than expected time was spent in group counseling (7/15%) and compiling reports (4/10%). The second year this counselor implemented the suggested model in 20 out of 24 functions for an 83% rate of role implementation. Higher than expected time was time spent in consulting with others (30/15%), in placement and registration activities (9/1%), and clerical tasks (15/1%). Less time than expected was in individual counseling (18/25%).

Experimental Counselor E (Secondary)

9. With consultation the first year this high school counselor implemented 21 of the 24 selected functions within the suggested time frames for a role implementation rate of 88% (Tables 11 & 14). Higher than proposed time was spent in consulting (22/15%) and in-service activities (11/1%). Less than proposed time was spent in group counseling (11/20%). The second year without consultation this counselor was within the suggested time-function role model on 22 of the 24 functions selected for analysis to yield a role implementation rate of 92%. Actual time in individual counseling was higher than proposed (39/30%) while group counseling time was lower than proposed (11/20%).

Control Counselor F (Secondary)

10. The first year this counselor was within the suggested time frames on 18 of the selected functions for a 75% rate of role model implementation (Tables 12 & 14). Time was higher than expected in group counseling (19/8%), consulting with others (21/2%), developmental classroom guidance activities (5/0%), and in planning personal work schedule (7/1%). Less than expected was time spent in individual counseling (28/37%), and orientation activities (1/8%). The second year this counselor was within the suggested time frames on 23 of the 24 selected functions for a 96% role model implementation rate. Consulting time was higher than expected (25/2%).

Counselor Functions of CEP No. 4

Experimental Counselors (Elementary)

11. This group during the consultation year implemented 22 of the 24 selected functions within the suggested time frames for a 92% role implementation rate (Tables 13 & 14). Higher than proposed time was spent in consulting with others (40/15%) whereas less than proposed time was spent in developmental classroom guidance (17/25%). The second year without consultation the profile was the same with higher than proposed time in consulting with others (34/15%) and less than proposed time in developmental classroom guidance activities (13/25%). The role implementation rate was therefore the same, 92%.

Control Counselors (Elementary)

12. This group on its own implemented 22 of the 24 selected functions for a 92% role implementation rate. Higher than expected was the time spent in consultation with others (30/15%) whereas group counseling time was down over what was proposed (4/10%). The second year this group came closer with 23 of the 24 functions falling within the suggested time frames for a 96% role implementation rate. Consultation with others was higher than expected (35/15%).

Counselor Consultation Contacts Further Analyzed

The per cent of elementary school counselor time spent in consultation

(Table 13) was considerably higher (E-40%; C-30%) than proposed (15%) the first year and the second year it was again higher (35%). To better understand how this consultation time was used the follow-up year counselors were asked to make notes in the notation box of the log sheet whenever consultations were conducted. An analysis of these consultation functions (Table 13a) showed that the experimental counselors spent a higher percent of consultation contacts (60%) in remedial type of activities over control counselors (49%). The control counselors on the other hand spent a higher per cent of consultant functions in developmental type of activities (23%) over the experimental counselors (13%).

Smaller differences were noted in other consultative categories where 21% of experimental counselor contacts were in guidance program planning over the 17%-spent by control counselors. Control counselors spent more (8%) of their consultative contacts over the controls (5%) in special education program planning. The controls also spent more (3%) than experimentals (1%) in drug, health, and environmental education program consultations.

Degree of Role Model Implementation-Experimental and Control, Across all Programs

13. Combining the separate results from all four counselor education programs the first year there was only one difference between the experimental and control groups (CEP No. 1 both 88%; CEP No. 2 both 83%; CEP No. 4 both 92%) as to which more fully implemented the suggested role model. The first year, the experimental counselors of CEP No. 3 came closer (89%) than the control counselors (79%). The second year, however, all four of the control groups (CEP No. 1 - 92%; CEP No. 2 - 88%; CEP No. 3 - 90%; and CEP No. 4 - 96%) came closer than the experimentals (CEP No. 1 - 88%; CEP No. 2 - 83%; CEP No. 3 - 85%; and CEP No. 4 - 92%) to the proposed role models (Table 14).

Findings Related to Research Question 3: *What is the counseling style of all the counselors?*

Counseling Sample No. 1 (all counselors)

1. The Hill Interaction Matrix Cluster analysis (*counselor* statements) of the end-of-training counseling tape samples produced four separate clusters yielding varied profiles predominately in six of the sixteen HIM categories. The interaction (from the counselor's side) in this first set of counseling tape samples revealed a preponderance of verbal activity in the areas of personal/conventional and personal/speculative. Low profiles, except for cluster 4 which was high, were indicated in the categories of topic/conventional and topic/speculative. Extremely low profiles were indicated in all four clusters in the remaining categories of topic/assertive and personal/confrontive (Figure 1).

2. Using *student* statements in the same cluster analysis produced

three distinct clusters with very high interaction patterns in personal/conventional responses and in decending order less frequent verbal activity in personal/speculative, topic/speculative, topic/conventional, group/speculative, and personal/confrontive (Figure 2).

Counseling Sample No. 2 (all counselors)

3. The HIM analyses (*counselor* statements) of the second tape samples, collected during the first year of the study of counselors in the field, yielded three clusters revealing profile variations in six matrix categories. Two clusters revealed small interaction in two additional matricies of personal/assertive and personal/confrontive. Major activity of all cluster profiles showed up as variations in personal/speculative and personal/conventional categories. Less pronounced was verbal activity in topic/conventional and topic/speculative areas. Small amounts occurred in the topic/assertive and topic/confrontive interaction cells (Figure 3).

4. Coding *student* responses in this sample produced four cluster profile patterns involving primarily six categories of verbal interaction. Five additional categories showed up in three of the four profiles. Most pronounced was the varied interaction in personal/confrontive and personal/speculative areas. Moderate activity was indicated in topic/conventional and topic/speculative areas with all cluster profiles except one profile revealed a strong peak in the topic/speculative category. Small amounts of verbal activity was produced in the group/conventional and group/speculative dimensions. Equally small amounts of talk occurred in five additional HIM cells although involving three of the four clusters and even then such additional verbal codings did not show up in all three cluster profiles. These small amounts were identified in topic/assertive, topic/confrontive, group/confrontive, personal/assertive and/or personal/confrontive verbal categories (Figure 4).

Counseling Sample No. 3 (all counselors)

5. The final tape analyses of *counselor* statements based on counseling data collected the follow-up year of the study yielded three profiles with varied activity in seven categories. Additional activity showed up in four other categories but not uniformly with all three cluster profiles. The greatest interaction appeared in the personal/speculative, personal/conventional and to a lesser extent topic/speculative categories and, of course, in different amounts with each separate profile. Moderate to small interaction showed up in the topic/conventional and personal/confrontive, and topic/confrontive areas. Additional small verbal codings fell in the topic/assertive, personal/assertive, relationship/assertive, and relationships/speculative categories although not across all cluster profiles (Figure 5).

6. Final *student* counseling data were cluster analyzed and resulted in three cluster profiles with heavy loadings, though in varied amounts, in

the personal/speculative, personal/conventional, and to a lesser degree topic/speculative categories. A fair amount of student talk showed up in the topic/conventional HIM category. Small interaction occurred in the topic/confrontive and personal/confrontive categories. One profile had the addition of small activity in three other categories–topic/assertive, group/conventional, and group/speculative. Another profile cluster showed small amounts of other activity in group/speculative and relationship/speculative categories. The third cluster had one single additional category of low verbal interaction in the relationship/conventional area (Figure 6).

Identification of Counselors Functioning Closest to the Ideal Counseling Style

7. It was judged that all counselor education programs stressed counseling which encouraged high interaction in the areas encompassed by the lower right-hand quadrant of the HIM. In other words, producing verbal statements from both sides of the interaction in the areas of personal/speculative, personal/confrontive, relationship/speculative, and relationship/confrontive seemed to be a focus of all counselor education programs. In analyzing all counseling tape samples from both sides of the interaction (counselor and student statements) the frequency which counselors showed up in cluster profiles with interaction in this quadrant was tabulated by counselor education program and experimental and control counselors compared (Table 16). The results indicate that except for one counselor education program (CEP No. 1) the experimental counselors consistently from the other three preparation programs (CEP No. 2, 3, & 4) performed with greater frequency than counselors in the control group in the counseling style stressed by the counselor educators. In the one exception, CEP No. 1, the frequencies were evenly divided between experimental and control counselors.

In comparing the average counselor frequency (experimentals and controls combined) of functioning in this HIM quadrant by counselor education program, CEP No. 1 showed up with the greatest average counselor frequency, 3.00; CEP No. 3 next with 2.83; CEP No. 4 next with 2.20, and finally CEP No. 2 with 1.66. All of the counselors from CEP No. 1 and CEP No. 3 had tapes with statements which fell in this quadrant whereas 75% of CEP No. 2's counselors and 63% of CEP No. 4's counselors had such codiable statements.

Findings Related to Research Question 4:	*What are the relationships of the attitudes of various professional groups of both experimental and control schools toward role concepts stressed by each of the four preparing institutions?*

Guidance Attitude Differential - CEP No. 1

This counselor education program was represented by 16 role concepts derived from a list of objectives identified by the counselor education staff (p. 62). Mean score comparisons were made of the various professional groups toward each role concept based on the average value of six scales of a semantic differential. First and second year comparisons were conducted and for practical purposes the three highest and three lowest mean score designations chosen for discussion to identify the most favorable and least favorable attitudes of administrators, teachers, counselors, and counselor educators (Table 17).

The *experimental administrators* showed their most positive support for the following role concepts: quality of the counselor's interpersonal relationships with others; mature judgment and self-control of the counselor; and maintaining ongoing contact with school staff and community resources which was replaced the second year with "counselor commitment to the student."

Receiving the lowest support both years were the following role concepts: teacher consultation; research familiarity; and use of statistics.

The *control administrators* revealed their most positive support for—counselor commitment to others; the quality of the counselor's interpersonal relationships with others; and gathering and using occupational-educational information in counseling. The second year "the counselor's mature judgment and self-control" replaced "counselor commitment to others."

The following role concepts received the lowest values from these administratores: group counseling, (replaced the second year with "understanding counseling theory"); research familiarity; and counselor use of statistics.

The *experimental teachers* both years assigned their most positive attitudes toward the following role concepts: counselor mature judgment and self-control; counselor commitment to the student, (replaced the second year by "collecting and using occupational information in counseling"); and the quality of counselor interpersonal relationships.

The least favored role concepts included: the counselor understanding counseling theory, (replaced the second year with "group counseling"); the counselor's use of statistics; and counselor familiarity with research.

The *control teachers* assigned their most positive scores to the counselor's mature judgment and self-control, (replaced the second year by "maintaining an ongoing contact with school staff and community resources"); the quality of the interpersonal relationships; and gathering and using occupational information in counseling.

Receiving the least support both years were the following: counselor understanding counseling theory; using statistics; and his/her familiarity with research.

The *experimental counselors* both years gave their most positive scores to the following role functions: the counselor's commitment to the student; his/her subjective sensitivity, (replaced the second year with "the counselor's mature judgment and self-control"); and the quality of the interpersonal relationships.

These counselors gave the following their least favorable support both years: counselor development and use of a testing program; research familiarity; and his/her use of statistics.

The *control counselors* both years showed the strongest support for the quality of the counselor's interpersonal relationships with others; counselor sensitivity; self-awareness, (replaced the second year with "group counseling"); counselor commitment to the client; and maintaining ongoing contact with the school staff and community resources (some had tied values).

The lowest support from this group went to the following role functions: occupational-educational counseling; research familiarity; and use of statistical procedures. The second year while "statistical methods and procedures" was still one of the three lowest rated the following two were new: counselor coordination of a school testing program and teacher consultation.

The *counselor educators* of CEP No. 1 showed their most positive support for the following role concepts: the counselor's professional commitment; his/her sensitivity; the quality of counselor interpersonal relationships; and counselor commitment to the client.

Receiving the least favorable support were the following: teacher consultation; research familiarity; and counselor's use of statistics.

Guidance Attitudinal Differential - CEP No. 2

This program of counselor education was represented by 13 role concepts derived from a list of objectives identified by the counselor education staff (p. 64). Mean score comparisons were made of the various professional groups toward each of the 13 role concepts and as with the first program discussed above the mean scores were based on the average values of six scales of a semantic differential. For practical purposes of the first and second year comparisons the three highest and three lowest were chosen for examination to identify the most favored and least favored role concepts of each professional group (Table 18).

The *experimental administrators* showed their most positive support for the following role concepts: the quality of the student-counselor relationship; effective counselor communication regarding the guidance program; and counselor commitment toward further training. The second year the last two changed and were replaced by "counselor maintaining contact with the school staff and community agencies"; and "counselor facilitates teacher and parent involvement in the school" which tied with "group counseling."

The least favored concepts were: counselor use of test results; counselor involvement with problems in the school and community; and professional activities. The second year "counselor involvement with research activities" replaced "his/her use of test results."

The *control administrators* revealed their strongest support for: counselor commitment to further training; quality of the student-counselor relationships; and educational-vocational counseling. The second year "counselor maintaining contact with school staff and community agencies" tied with "vocational-educational counseling" and "effective counselor commitment regarding the guidance program" replaced "counselor commitment to further training."

The least favored concepts by this professional group include the following: counselor involvement with school and community problems; professional activities; and group counseling which was replaced the second year with "research activities."

The *experimental teachers* gave their most favored support for the following role concepts: effective counselor communication regarding the guidance program; quality of the student-counselor relationships; and quality of the counselor relationships with staff and community which tied the second year with "counselor commitment to professional ethics."

The least favored role concepts by this group included counselor use of test results, counselor involvement with problems in school and community; and counselor involvement with professional activities. The second year "research activity involvement" replaced "counselor use of tests."

The *control teachers* with their scores revealed their most favored attitudes to be toward the following: educational-vocational counseling; quality of student-counselor relationships; effective counselor communication regarding the guidance program. The second year "counselor commitment to further training" replaced "educational-vocational counseling."

The least favored concepts by this group included the following: group counselor; counselor involvement in professional activities; and counselor involvement in research activities. The second year the same concepts showed up but with different ranks.

The *experimental counselors* revealed that they gave strongest support toward the following role concepts: effective counselor communication regarding the guidance program; counselor maintaining contacts with school staff and community resources; educational-vocational counseling. The second year "the quality of student-counselor relationships replaced "maintaining contacts with school staff and community resources" and "counselor commitment to professional ethics" replaced "educational-vocational counseling."

The least favored support went to the following role concepts: counselor use of test results; counselor group of counseling theories; and research orientation. The second year "counselor use of test results" remained but the other two were replaced with "counselor involvement with problems in the school and community" and "counselor facilitation of teacher-parent involvement in the school."

The *control counselors* showed their strongest support for the quality of student-counselor relationships; counselor commitment to professional ethics; and educational-vocational counseling.

The *control counselors* with their mean score values showed their least favored role concepts to be: group counseling; counselor use of test results; and counselor involvement in professional activities. The second year "counselor involvement in research activities" replaced "group counseling activities."

The *counselor educators* of CEP No. 2 indicated with their mean score values their most favored role concepts to be the following: effective counselor communication regarding the guidance program; counselor grasp of counseling theory (tied); use of professional ethics; and the quality of the student-counselor relationships.

The least favored by the CEP No. 2 counselor educators were the following: counselor's professional activities; counselor involvement with research activities; and counselor involvement with problems in the school and community.

Guidance Attitudinal Differential - CEP No. 3

This program of counselor education was represented by 11 role concepts derived from the objectives identified by staff as encompassing their preparation program (p. 67). As with the others the three highest and three lowest mean score values were chosen for comparison with each professional group associated with this group of counselors in the study (Table 19).

The *experimental administrators* gave their strongest support for the following role concepts: counselor communicates student information to others; appropriate referrals; continued counselor professional growth; career guidance; and consultant to school staff (two tied). The second year highest scores went to: counselor's use of referrals; communication of student data to others; and group counseling.

This group assigned their lowest score values to the following: counselor respect for student confidentiality; consultant to school staff; and use of research. The second year the last two above were replaced by "counselor use of tests" and "counseling."

The *control administrators* showed their highest preferences to be: counselor's use of appropriate referrals; counselor commitment to professional growth; respect for student confidentiality; use of research methods; and career guidance (some tied). The second year counselor use of referrals; counselor communication of student data to others; and counselor commitment to continued professional growth were the most favored role concepts by this group.

The least favored by this group included the following: facilitation of student adjustment programs; group counseling; and consultant to the school. The second year "counselor use of research methods" replaced "consultant to the school."

The *experimental teachers* gave strongest support for the following role concepts: counselor communicates student data to others; makes appropriate referrals; use of research methods; and career guidance activities (some tied). The second year one remained, "appropriate referrals", whereas "counselor commitment to continued professional" and "facilitation of student adjustment programs" replaced the others.

This group showed least preferences for the following: counselor's use of test data; group counseling; and consultant to the school staff. The second year while "group counseling" remained counselor's use of research methods and "counseling skills" replaced the others.

The *control teachers* revealed their most favored position to be toward the following role concepts: counselor use of appropriate referrals; continued professional growth; counselor communication of student data to others; and confidentiality of student information (two tied). The second year "counselor communication of student data to others" was dropped from the group.

Least supported by this group were the following: counselor use of tests; group counseling; and consultant to school staff. The second year "counselor communicates student data to others" replaced "group counseling."

The *experimental counselors* showed their strongest preferences for the following role concepts; consultant role to the school staff; use of referrals; facilitation of student adjustment programs; and group counseling (two tied). The second year while "counsultant to the school staff" remained "counseling" and "respect for student confidentiality" were new.

This group showed least preferences for the following: use of research methods; gathering and communication of student information to others; and use of test results. The second year the lowest values were: use of research methods; career guidance; and use of test data.

The *control counselors* assigned their highest attitudinal score values to: counselor's appropriate use of referrals; commitment to continued professional growth; and group counseling. The second year "commitment to continued professional growth" remained but others were added including the following: counselor respect for confidentiality; facilitation of student adjustment programs; and consultant to the school (two tied).

The least favored role concepts by this group included: counselor gathering and communication of student information to others; career guidance; and use of test results. The second year's lowest score values went to the following: career guidance; use of research methods; gathering and communication of student information to others; and use of test data (two tied).

The *counselor educators* CEP No. 3 revealed their strongest support for the following role concepts: counselor commitment to continued professional growth; appropriate use of referrals; and consultant to the school.

The least favored by this professional group included: counseling; use of test data; and the counselor's gathering and communication of student information to others.

Guidance Attitude Differential - CEP No. 4

This counselor education preparation program was represented by nine role concepts derived from the program objectives identified by their staff (p. 70).

As with the other analyses of the GAD results mean score comparisons were made based on the average score of the responses on a six scale semantic differential for each role concept. First and second year mean score comparisons were made and for practical purposes the three highest and three lowest mean score comparisons were chosen to identify the most favored and least favored role concepts (Table 20).

The *experimental administrators* showed their most favorable attitudes toward counselor role concepts to be the following: counseling; counselor sensitivity to others; and developmental guidance. The second year two of them changed to include: consultation and student appraisal.

The least favored role concepts by this group included: utilization of pupil data; counselor sensitivity to others; and student appraisal. The second year two of them changed to include: understanding counseling theory and research; and developmental guidance.

The *control administrators* favored the following: counselor sensitivity to others; counseling; and ethical use of student test data. The second year "developmental guidance" replaced "ethical use of student test data."

The least favored by this group included: coordination activities; utilization of student data in counseling; and student appraisal. The second year two of them changed to include: understanding counseling theory and research; and consultation with teachers.

The *experimental teachers* associated with CEP No. 4 project schools revealed their most positive attitudes to be toward the following: counselor sensitivity to others; counseling; and student appraisal procedures. The second year "consultation with teachers and appropriate referrals" replaced "student appraisal procedures."

Least favored by this group included the following: coordination functions; utilization of student data in counseling; and counseling theory and research. "Developmental guidance" replaced "coordination functions" the second year.

The *control teachers* valued the following the most: counseling; counselor sensitivity to others; and ethical handling of student data. "consultation with teachers" replaced "counseling" the second year.

Least favored by these professionals included: student appraisal; coordination; utilization of student data in counseling; and understanding counseling theory and research (two tied). "Student appraisal" was dropped the second year.

The *experimental counselors* placed their highest score values on the following role concepts: developmental guidance activities; counseling; and sensitivity to others. A fourth was added as a tie the second year and included consultation with teachers.

The following were least favored by this group: utilization of pupil data in counseling; coordination activities; and student appraisal. A fourth tied the second year and included understanding counseling theory and research.

The *control counselors* in this group both years showed their most positive attitudes to be toward the following: counselor sensitivity to others; counseling; and developmental guidance.

The least favored by this group included: ethical use of student data; utilization of student data in counseling; and student appraisal.

"Understanding counseling theory and research" the second year replaced "ethical use of student test data."

The *counselor educators* associated with CEP No. 4 showed their most positive attitudes to be toward the following role concepts: developmental guidance activities; counselor sensitivity to others; and ethical use of test data.

The lowest mean scores went to the following: utilization of student data in counseling; teacher consultation; coordination functions; and student appraisal (two tied).

Findings Related to Research Question 5: *What are the attitudes of the various professional groups of both experimental and control groups toward a set of counselor tasks?*

Perception of Counselor Tasks (POCT) - CEP No. 1

All professional groups involved in the study rated each of 67 counselor tasks on a six point scale as to its essential–non-essential quality. To determine variability and similarity and for practical purposes the five highest and five lowest rated counselor tasks were observed for each professional group. The highest possible rating was 6.00 and the lowest 1.00. In cases of tied scores the number exceeds five. Both years were analyzed in Chapter 4 but since the second year was the follow-up year or focus of the study only that year's results will be summarized here.

The *experimental administrators* rated highest the following counselor tasks the follow-up year: talks with students about educational-vocational planning; talks with parents whose child needs special help; provides information on gifted students, students with emotional problems, and the underachieving students; works well with people of different backgrounds; is well informed about educational-vocational resources; makes referrals; and attends teachers' meetings dealing with guidance (Table 25).

The lowest essentialness ratings were assigned by this group to the following: works with staff relative to in-service and workshops; consultation regarding classroom group dynamics, school organization, classroom process observation for teacher; provides personal student information for cumulative folders; provides help in implementing remedial programs in the classroom; consultation about child development; and uses test results to modify or plan teaching.

The *control administrators* assigned their highest mean score values to the following tasks (all tied at 6.00): interpret test scores for students and teachers; provides information regarding the use, interpretation, and limitations of tests; helps teachers understand growth and development; communicates clearly; helps plan students' program of courses; encourages the study of occupational material; works well with individuals of different backgrounds; makes clear what services counselors provide; makes appropriate referrals; appears well-read and up-to-date in his/her profession; and talks with students about their educational plans.

The lowest values were assigned to the following set of tasks: helps parents understand their children's problems; consultation regarding classroom learning environment, and curriculum; encourages students to explore their ideas and concerns about dating, marriage, and other social relationships; explore with students the opportunities for use of leisure time; provides process observation in the classroom and offers help to teachers; and provides consultation regarding school organization.

The *experimental teachers* assigned their highest score values to the following counselor tasks: talks with parents relative to their child's special needs; refers students; is well informed about educational-vocational resources in the community; provides information on students with emotional problems; with home problems; talks with students about educational-vocational plans; and works with students with personal problems.

Lowest values assigned by this group the follow-up year included the following: works with staff regarding in-service and/or workshops; uses test results to plan or modify classroom teaching; helps students relative to personal goals; consultation relative to classroom learning climate; and provides process observation of the classroom for the teacher.

The *control teachers* showed they prefer the following as most essential tasks: refers students who need assistance from a psychologist, social worker, etc.; is well informed regarding educational-vocational resources in the school and community; works smoothly with people of different socio-economic backgrounds; talks with parents whose child needs special help; give students information about college and/or vocational schools; attends teachers' meetings which deal with guidance; appears well-read and up-to-date in his/her profession; and works with individual students who have personal problems.

The five lowest essential scores assigned by this group of professionals included the following: consultation regarding curriculum; enhancing the classroom learning climate; help with changes in classroom environment; consultation regarding school organization; and process observation of classroom offering help to teachers.

The *experimental counselors* of this group gave their highest essentialness scores to the following tasks: helps parents understand their children's problems; fosters demonstrated climate in his/her work, serving as a model for open and free communication; works well with people of different backgrounds; makes clear what services the counselor offers; is well informed about educational-vocational resources; refers students who need help from a psychologist, social worker, etc.; and works with students with personal problems.

The lowest follow-up year essential ratings by this group were assigned to the following: places information of value into student folders; provides help in implementing remedial programs in the classroom; provides consultation relative to curriculum, and in-service of staff; uses staff information in making individualized assignments; uses test results to plan classroom teaching; and provides personal information on students for cumulative folder.

The *control counselors* gave the following counselor tasks their highest ratings (all 6.00) as to essentialness in the guidance program: helpful in promoting personal growth and self-exploration; makes clear what services counselors provide; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; has knowledge of school staff and what service they provide; and works well with individual students who have personal problems.

These counselors showed least support for the following tasks: places information of value to staff into student folders; provides consultation regarding school organization; gives students information about college and/or vocational schools; helps administer standardized tests, provides personal information on students for the cumulative problems; and provides consultation regarding curriculum.

The *counselor educators* associated with CEP No. 1 assigned their highest essentialness values to the following tasks: attends teachers' meetings which pertain to guidance; makes clear what information may be disclosed about students and what is confidential; concrete and specific in his communications; helpful in promoting personal growth and self-exploration; makes clear what services the counselor provides; works well with individual students who have personal problems; and helps students toward more personal goals.

The lowest ratings assigned by this group were the following counselor tasks: places information of value to staff into student folders; provides help with implementing remedial programs in the classroom; provides consultation regarding school organization; helps administer standardized tests; and provides personal information on students for the cumulative folder.

Perception of Counselor Tasks (POCT) - CEP No. 2

The *experimental administrators* associated with these project schools assigned their highest essentialness scores to the following tasks: works smoothly with people of different backgrounds; talks with parents about their child who needs special help; offers suggestions regarding students with personal problems; helpful with personal-social-emotional and family problems; helps parents understand their children's problems; provides consultation using classroom guidance materials; consultation relative to in-service of school staff; keeps in touch with school staff; provides in case conferences regarding student problems; and works with individual students who have personal problems (Table 26).

Receiving the lowest ratings by this group were the following tasks: offers help by providing information on students; places student information of help to teachers into folders; helpful with information on handicapped children; helpful with organizational-administrative problems; explores with students the use of leisure time; provides personal information on students for the cumulative folders; and provides consultation on school organization.

The *control administrators* gave their strongest support for the following tasks: refers students who need assistance of a psychologist, social worker, etc., draws staff attention to students with special problems; works with students with personal problems; talks with students about their educational-vocational plans; attends teachers' meetings which deal with guidance matters; talks with parents about their child who needs special help; and is well informed about occupational-vocational resources in the school and community.

The lowest mean score values assigned by this group went to the following tasks: provides consultation regarding classroom group dynamics, curriculum; encourages students to explore their concerns about dating, marriage, and other social relationships; provides help in implementing remedial programs in the classroom; helpful in dealing with problems regarding organizational-administrative aspects; and provides process observation in the classroom for teachers.

The *experimental teachers* associated with these project schools assigned their highest score values to the following tasks the follow-up year: refers students who need assistance of a psychologist, social worker, etc.; give students information about college and/or vocational schools in teacher's subject area; talks with parents whose child needs help; is well informed about educational-vocational resources; participates in case conferences; and assists individual students in school programming, course selection, etc.

Of the 67 counselor tasks this group the follow-up year assigned the following five tasks the lowest essentialness mean scores: helpful in making suggestions relative to classroom changes; helpful in dealing with problems regarding organizational-administrative aspects; providing consultation relative to enchancing the learning climate; provides process observation of classroom; and provides consultation in the area of school organization.

The *control teachers* associated with the CEP No. 2 project counselors assigned the following their highest essentialness score values: talks with students about educational-occupational resources in school and community; participates in case conferences; talks with students and teachers about careers in their subject-matter area; give students information about college and/or vocational schools; and appears well-read and up-to-date in his/her profession.

The following five tasks received the least support from these teachers: consultation relative to enhancing classroom learning environment; provides process observation in the classroom; provides consultation relative to classroom problems; and helpful in dealing with problems regarding organizational-administrative aspects.

The *experimental counselors* from these project schools gave their highest and most positive endorsement to the following tasks (all tied 6.00): helpful with problems of a personal-social-emotional or family nature; suggests ways in which the guidance program might be helpful to student, teacher, administrator, etc.; talks with parents about their child who needs help; participates in case conferences regarding student problems; and works with individual students who have personal problems.

Lowest support as essential counselor tasks were the following from this counselor group: help plan student course selection; provides personal student information for the folders; makes referrals; helps administer standardized tests; and uses test results to plan or modify classroom teaching.

The *control counselors* of this CEP No. 2 group showed their strongest support for the following tasks (all tied 6.00): assists in the educational process by providing information on students with emotional problems; makes clear what information about students is disclosed and what is confidential; give students information about college and/or vocational schools; fosters a democratic climate in his/her work and serves as a model to others; encourages students interested in careers to study occupational materials; talks with parents about their child who needs help; draws staff attention to students who have special problems; and talks with students about their educational-vocational plans.

In the opposite direction was the lowered support for the following tasks from this group: helpful in dealing with classroom problems, and organizational-administrative aspects; provides help in implementing remedial programs in the classroom; uses student school information for individualized assignments; helps students learn the skills of getting along with others; uses test results to plan or modify classroom teaching; provides classroom process observation for teacher; provides classroom process observation for teachers; and attempts to help teachers develop a classroom which permits free and open discussion.

The *counselor educators* from CEP No. 2 assigned their highest score values to the following tasks: helpful in promoting personal growth and self-exploration; works smoothly with people of different backgrounds; makes clear what services the counselor provides; talks with parents whose child needs help; makes clear what student information may be disclosed and what is confidential; fosters a democratic climate in his/her work and serves as a model to others relative to open communication; encourages students to explore their concerns about dating, marriage, and other social relationships; refers students who need assistance from a psychologist, social worker, etc.; works with individual students who have personal problems; and helps students work toward more personal goals.

The least supported by the counselor educators from this group were the following tasks: helps plan students' programs; provides personal information on students for the cumulative folder; places information of value to staff into student folders; helpful in suggesting ways to make changes in school classroom climate; and helps administer standardized tests.

Perception of Counselor Tasks (POCT) - CEP No. 3

The *experimental administrators* from these project schools assigned the following tasks their highest support: refers students who need assistance from a psychologist, a social worker, etc.; helps interpret test scores to facilitate better teaching student understanding, or appropriate use of study time; helps by providing information on unmotivated or underachieving students; participates in case conferences; and has knowledge of school staff and what service they offer (Table 27).

The lowest ratings assigned by this group went to the following tasks: provides consultation regarding school organization; helps teachers develop class atmosphere to encourage open and free discussions; helps teachers to understand normal growth and development; helpful in promoting personal growth and self-exploration; helpful in dealing with problems relating to organizational-administrative aspects; and explores with students the use of leisure time.

The *control administrators* gave their most positive support for the following tasks: helps to assist by providing information on "other" students; helps to assist by providing information on students with emotional problems; and students with home problems; offers suggestions to help with students who have behavior problems; helpful with problems of a personal-social-emotional or family nature; talks with parents whose child needs help; keeps in touch with school staff; participates in case conferences; and works with individual students with personal problems.

Receiving the lowest support from this group were the following tasks: places information of value to staff into student folders; provides consultation regarding program development and evaluation; uses test results to plan or modify classroom teaching; helps in providing information about career development theory in classroom curriculum planning; and provides consultation with curriculum development.

The *experimental teachers* associated with CEP No. 3 project schools showed their highest support for the following tasks: helps to assist in the educational process with information on students with emotional problems; draws staff attention to students with personal problems; talks with parents whose child needs help; participates in case conferences; makes clear what services the counselor provides; refers students who need assistance from a psychologist, social worker, etc.; and works with individual students with personal problems.

Supported the least by these teachers were the following tasks: provides consultation in dealing with dynamics of child development; provides consultation regarding enhancing the classroom learning climate; provides consultation in school organization; uses test results to plan or modify classroom teaching; provides consultation regarding classroom group dynamics; and provides consultation on developing curriculum.

The *control teachers* assigned their highest essentialness score values to the following tasks: talks with parents whose child needs help; helps by providing information on students with home problems; works with individual students with personal problems; concrete and specific in his/her communication; works well with people of different backgrounds; and attends teachers' meetings which discuss guidance matters.

These teachers the follow-up year gave least support for these counselor tasks: helpful in dealing with problems regarding organizational-administrative aspects; provides help in implementing remedial programs in the classroom; provides consultation in dealing with enchancing the classroom learning climate; provides consultation on school organization; and provides consultation regarding curriculum development.

The *experimental counselors* associated with these schools gave their most positive support toward the following counselor tasks the follow-up year (all tied 6.00): makes clear what student information may be disclosed and what is confidential; helps teachers understand normal growth and development; concrete and specific in his/her communications; helpful with classroom dynamics, learning climate, minority, etc.; helpful in promoting personal growth and self-exploration; helps students learn the skills of getting along with others; involved with staff regarding in-service and workshops; provides consultation with classroom with classroom group dynamics, on dynamics of child development, enhancing classroom learning climate, in-service to school staff; fosters a democratic climate in his/her work; works well with people of different background; makes clear what services school counselors provide; initiates and continues contact with minority or disadvantaged students; provides process observation of classroom teachers; talks with parents whose child needs help; keeps in touch with school staff; appears to be well-read and up-to-date in his/her profession; participates in case conferences; has knowledge of all school staff and what service they provide; helps students work toward more personal goals; and attempts to develop with teachers a classroom atmosphere where students may discuss their own ideas freely.

The lowest essentialness values assigned by this group included the following tasks: places information of value to staff into student folders; helps administer standardized tests; provides help in implementing remedial programs in the classroom; provides personal information on students for the cumulative folder; and helps plan students' program.

The *control counselors* assigned their highest values to the following counselor tasks (all tied 6.00): works well with people of different backgrounds; makes appropriate referrals; talks with parents whose child needs help; keeps in touch with school staff; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; has knowledge of school staff and the service they may provide; and helps students work toward more personal goals.

The lowest support from this counselor's group went to the following tasks: helps plan students' program of studies; provides consultation relative to school-wide testing; provides information or research following up counseling in the school; uses test results to plan or modify classroom teaching; and helps administer standardized tests.

The *counselor educators* associated with CEP No. 3 assigned their highest essentialness score values to the following tasks: provides consultation relative to developing curriculum; suggests ways to develop effective developmental guidance units in the classroom; helpful in dealing with problems involved in the classroom (group dynamics, learning climate, minority, etc.); consultation relative to enhancing the learning climate in the classroom; fosters a democratic climate in his/her work; provides process observation in the classroom for the teacher; and attends teachers' meetings which discuss guidance matters.

Receiving lowest support from this group were the following five tasks: provides a resource for the referral of students; assists individual students in school programming, course selection, and other school problems; helps administer standardized tests; helps plan student's programs; places information of value to staff into the student folders; and provides personal information on students for the cumulative folder.

Perception of Counselor Tasks (POCT) - CEP No. 4

The *experimental administrators* of this group assigned their most positive scores on the essential scales to the following tasks: helpful in dealing with personal-social-emotional or family problems; works well with people of different backgrounds; makes appropriate referrals; attends teachers' meetings which discuss guidance matters; talks with parents whose child needs help; refers students who need assistance from a psychologist, social worker, etc.' participates in case conferences; draws staff attention to students who evidence special problems or handicaps, and those with special talent; and works with individual students with personal problems (Table 28).

The follow-up year's lowest essentialness values went to the following tasks: helpful with problems dealing with organizational aspects; talks with students and teachers about careers in subject-matter areas; helps by providing information on physically handicapped students; provides consultation on school organization; and in developing curriculum.

The *control administrators* from these project elementary counselor schools gave their highest ratings to the following tasks: talks with parents whose child needs help; participates in case conferences; works with individual students who have personal problems; helps students by providing information students who have personal problems; helps students by providing information on students with home problems; offers suggestions on how to cope with students with behavior problems; helps students learn the skills of getting along with others; has knowledge of school staff and what service they provide; and attempts to help teachers develop class atmosphere in which students may freely discuss divergent ideas.

The lowest ratings were assigned to the following set of counselor tasks by this group of control administrators: helps with information on career development theory in classroom curriculum planning; provides consultation on school organization; talks with students and teachers about careers; is well informed regarding educational-vocational resources; and give students information about college and/or vocational schools.

The *experimental elementary school teachers* assigned the following tasks their highest ratings: participates in case conferences; works with students who have personal problems; works well with people of different backgrounds; refers students who need assistance from a psychologist, social worker, etc.; helps students learn how to get along with others; talks with parents whose child needs help; and helps students work toward more personal goals.

This group's lowest mean scores went to the following tasks: helpful in dealing with problems regarding organizational-administrative aspects; give students information about college or vocational schools; helps administer standardized tests; provides consultation on school organization, and in dealing with curriculum.

The *control teachers* from these elementary project schools gave their most positive support toward the following tasks: helps by providing information on students with emotional problems; appears well-read and up-to-date in his/her profession; works with individual students who have personal problems; helps to assist by providing information on students with home problems; helps students learn how to get along with others; participates in case conferences; and helps students work toward more personal goals.

Receiving this group's least support were the following five tasks: talks with students and teachers about careers; provides consultation on school organization; helps administer standardized tests; provides help in implementing remedial programs in the classroom; and provides consultation in developing curriculum.

The *experimental counselors* in the elementary project schools rated the following tasks as most essential compared to the other 67 tasks since these tasks had the highest mean scores (all tied 6.00): help by providing information on students with emotional problems, students with home problems, and unmotivated or underachieving students; helpful in dealing with problems of a personal-social-emotional or family nature; helps students learn the skills of getting along with the others; draws attention of staff members to students who evidence special problems or handicaps; and helps students work toward more personal goals.

Receiving the least support from this professional group were the following tasks: helps administer standardized tests; helps in providing information on career development theory in classroom curriculum planning; talks with students and teachers about careers in subject-matter areas; give students information about college or vocational schools; and encourages students who show career interest to study occupational materials.

The *control counselors* assigned their highest essentialness values (all tied 6.00) to the following: helps teachers understand normal growth and development; offers suggestions on how to cope with students with behavior problems; helpful with problems of a personal-social-emotional or family nature; suggests ways to develop effective developmental classroom guidance units; helps students with skills they need to get along with others; helps parents understand their children's problems; fosters a democratic climate in his/her work; attends teachers' meetings where guidance matters are discussed; talks with parents whose child needs help; refers students who need assistance from a psychologist, social worker, etc.; participates in case conferences; helps students work toward more personal goals; and attempts to help teachers develop an open classroom where divergent ideas may be discussed by students.

The least supported by this professional group were the following tasks: provides consultation relative to developing curriculum; encourages students who show career interest to study occupational materials; helps in providing information on career development theory in classroom curriculum planning; talks with students and teachers about careers; and give students information about college or vocational schools.

The *counselor educators* from CEP No. 4 assigned their highest values to the following tasks: provides consultation with classroom dynamics; and enhancing learning climate in the classroom; fosters a democratic climate in his/her work serving as a model to others; attempts to help teachers develop a class atmosphere which permits open and free student discussions; helps students learn the skill of getting along with others; provides consultation on using guidance materials in the classroom; works well with persons of different backgrounds; makes clear what services the counselor provides; attends teachers' meetings where guidance matters are discussed; appears well-read and up-to-date in his/her profession; and has knowledge of school staff and what services they provide.

Least rated by these counselor educators were the following tasks: places information in the school about students in making individualized assignments; assists individual students with school programming; provides personal information on students for the cumulative folder; helpful with problems of an organizational-administrative nature; give students information about college and/or vocational schools; and helps administer standardized tests.

GAD and POCT Intercorrelations Compared By Counselor Groups

An additional method for examining how much the various professional groups agree with each other on the various program role concepts is to note the rank intercorrelation of the values they assigned to the Guidance Attitude Differential (GAD) role concepts (Tables 21-24). This was the second aspect of the analysis of the GAD results on each professional group (administrators, teachers, counselors, and counselor educators). Rank intercorrelations were also used to make similar comparisons of the various professional groups on the Perception of Counselor Tasks (POCT). These rank intercorrelations are listed in Tables 29–33. The separate correlations listed in the Tables were reviewed in detail in Chapter 4. Rather than attempt to summarize all the correlations here it was decided to summarize one aspect of these two sets of correlations--observe the counselors' group, experimental or control, which was closest in agreement the follow-up year with their project school professional peers regarding role concepts (GAD) and counselor tasks (POCT).

CEP No. 1 - GAD & POCT

The experimental counselors were closer than the controls in agreement with their administrators on role concepts (.88 over .57) and counselor tasks as well (.69 over .40). This was also true for the agreement with the teachers on role concepts (.72 over .64) and counselor tasks (.68 over .53) respectively. The experimentals were closer than the controls to the counselor educators on role concepts (.84 over .77) but the reverse was true on counselor tasks (.77 over .58). The counselors themselves were in high agreement with each other on the role concepts (.84) but not as close on the counselor tasks (.64).

CEP No. 2 - GAD & POCT

The control counselors and their administrators and teachers were closer in agreement than the experimental counselors with their respective groups on both the role concepts and counselor tasks. The GAD correlations ran .75 and .80 respectively for the controls and .52 and .61 for the experimental counselors. The POCT correlations ran .60 and .77 respectively for the controls and .27 and .41 for the experimentals. Both counselor groups were in equal agreement (.77) with their counselor educators on the role concepts, however, the experimental counselors were closer (.65 over .35) to their college teachers on the POCT.

CEP No. 3 - GAD & POCT

While the experimental counselors were somewhat closer than the controls to the teachers on the role concepts (.56 over .50), the reverse was true for the perception of counselor tasks (.54 over −.05). The control counselors were closer to their administrators on both the role concepts (.28 over .06) and counselor tasks (.60 over −.13). In both cases, the GAD and the POCT, the experimentals were closer in agreement than the controls to their counselor educators (.57 over .29 and .69 over .47 respectively). They were fairly high in agreement with each other on the role concepts (.74) but less so on counselor tasks (.64).

CEP N. 4 - GAD & POCT

Both counselor groups were in similar agreement with their professional peers on both role concepts and counselor tasks. On the GAD they both were the same with their teacher groups (.57 and .57) and the POCT as well (.79 and .80). They were also together in the amount of agreement with their counselor educators (.67 and .67) on role concepts. The control counselors were slightly closer in agreement to their counselor educators on the counselor tasks (.60 over .53). The control counselors were also closer in agreement to their administrators (.78) on counselor tasks over the experimental counselors (.62), and the discrepancy, in the same direction, was even greater on role concepts with the same professional group (.83 over .16). They were highest in agreement with each other on counselor tasks (.87) and close on role concepts (.79).

All Counselor Education Programs POCT

The role concepts were developed for each of the four counselor education programs but the 67 counselor tasks were responded to by all professional groups. Rank intercorrelations across all counselor education programs and all professional groups were computed (Table 33). While all counselors, experimental and control, were in high agreement with each other (.89) and together on the agreement with their counselor educators on counselor tasks (.72 and .71), the control counselors were closer than the experimentals in agreement on tasks with their administrators (.77 over .52) and teachers (.66 over .52).

PART II MODEL EFFECTIVENESS AND RELATED FINDINGS

Findings Related to Research Question 6: *Was there any difference between experimental and control elementary school teachers' perception of counselors' helpfulness?*

1. The analysis of teachers' responses to the Perception of Counselor

instrument indicates that both experimental and control groups significantly increased (.001 level) their perception of helpfulness qualities in the counselors over the first year (Table 34).

Findings Related to Research Question 7: *Was there any relationship between the teachers' perception of helpfulness qualities in the elementary school counselors and their style of counseling?*

1. Comparing the cluster analysis of how counselors actually counsel (based on the Hill Interaction Matrix) in relation to how the teachers' perceive counselor helpfulness, the results of the ANOVA indicate that there was a significant (.10 level) correlation between cluster 3 (pupil side of the interaction) and teachers' perception of counselor helpfulness. Cluster 3's profile contained a high amount of interaction in the personal/speculative area plus a fair amount of activity in the personal/conventional. The remaining profile characteristics were small in the areas of topic/speculative, topic/conventional, group/speculative, personal/confrontive, relationship/speculative, and topic/confrontive (Table 35).

Findings Related to Research Question 8: *Was there a difference in how elementary school teachers', experimental and control, perceive a set of guidance functions in terms of their appropriateness for the counselor and whether or not the functions were achieved and helpful to the teacher?*

1. The results of the uncorrelated *t* test indicate that while the experimentals decreased the discrepancy between appropriateness and achieved and helpful total mean scores and the opposite was true for the control the difference did not reach significance (Table 36).

Findings Related to Research Question 9: *Was there any difference in upper elementary pupils' self-concept between experimental and control groups?*

1. The results of the uncorrelated *t* test show that there was no significant difference between the 6th grade Sears Self-Concept scores of both groups over their 5th grade scores (Table 37).

Findings Related to Research Question 10: *Was there any relationship between upper grade self-concept scores and the counseling style of the counselors?*

1. The results of the ANOVA reveal that there was a significant difference between the mean self-concept scores of pupils whose counselors functioned in cluster 3 over those in cluster 2 based on the pupil side of the interaction. Cluster 3, it will be recalled, contained high amounts of pupil interaction in the personal/speculative area plus a fair amount of

activity in personal/conventional and smaller amounts in topic/speculative, topic/conventional, group/speculative, personal/confrontive, relationship/speculative, and topic/confrontive (Table 38).

Findings Related to Research Question 11: *Was there any difference in the primary pupils' understanding of self and others between the experimental and control groups?*

1. The results of the uncorrelated *t* test indicate that the experimental children made a significant gain in understanding of self and others (Affectivity Scale) over the control groups. This was a comparison of the gain in third grade scores against second grade scores (Table 39).

Findings Related to Research Question 12: *Was there any relationship between primary school children's understanding of self and others and the counseling style of the counselors?*

1. The ANOVA results indicate there was no significant difference between primary pupils' mean scores and the counseling profiles of the counselors (Table 40).

Findings Related to Research Question 13: *Was there any difference between career problem-solving of counseled and random students of the experimental and control counselors?*

The results of the ANOVA while significant must be viewed with caution since there were some problems in controlling the samples the second year. Descriptive analysis was used as a more appropriate procedure (see p. 170).

1. The CEP No. 1 results show that counseled students of both experimental and control students improved in career problem-solving whereas the random groups' mean scores indicate a decrease (Figure 7).
2. Results of CEP No. 2 suggest that all groups of both experimental and control counselors decreased in career problem-solving the second year (Figure 7).
3. The results of CEP No. 3 show that both counseled and random groups of the experimental counselors improved in career problem-solving while students in the control schools decreased (Figure 7).

Findings Related to Research Question 14: *Was there any relationship between students' career problem-solving and the counseling style of the counselors?*

1. The results of the ANOVA reveal that there was no significant relationship between the counseling tape samples (analyzed on the basis of a cluster analysis the HIM) and students' career problem-solving (Table 42).

Findings Related to Research Question 15: *Was there any relationship between students' career problem-solving and the secondary counselor's distribution of time and effort?*

1. Multiple stepwise backward regression analysis was used to determine what combination of counselor time-function variables, if any, would contribute significantly to the dependent variable, career problem-solving. The regression analysis, conducted in two parts, one based on the purposes (developmental or remedial) of the functions performed in combination with the effort variables of average time per function and number of functions performed by the counselors.

2. The second regression analysis used the same two counselor effort variables plus the following types of functions performed by the counselors: individual and group counseling; developmental classroom guidance and orientation activities; consultation, observation and in-service; and placement, registration, and testing.

The results of the two analyses indicate that no combination of counselor time-function variables were significant predictors of career problem-solving (Tables 43 & 44).

Findings Related to Research Question 16: *Was there any difference between how students, counseled and random groups, of the experimental and control schools perceived counselor helpfulness qualities?*

The first and second year's ANOVA found significant differences including interaction between groups and counselor education programs (Tables 46 & 48). The Newman-Kuels method of total difference score was used to locate where the differences lay (Tables 47 & 49).

1. The first year's interaction (Figure 8) revealed higher mean scores of counseled groups over random groups for CEP No. 1 and CEP No. 3 but the reverse for CEP No. 2. Also the size of the mean scores were higher for the control counseled for CEP No. 1 and 2 but reversed for CEP No. 3.

2. The analysis of CEP No. 1 revealed that both control groups (counseled and random) and the experimental counseled group were significantly higher the first year over the experimental random group in rating counselor helpfulness qualities. The counseled control group was significantly higher than the experimental counseled group.

3. There were no further significant differences among the other two counselor education programs.

4. The second year's ANOVA also indicated significant differences including interaction between groups and counselor education programs. The interaction (Figure 9) revealed higher mean scores for control counseled than experimental counseled for CEP No. 1 and No. 2 but the opposite for No. 3. Counseled groups in general had higher mean scores than random groups except with CEP No. 2 where the reverse was true.

5. The Newman-Kuels method revealed that with CEP No. 1 both control groups (counseled and random) plus the experimental groups rated their counselors' helpfulness qualities significantly higher than the

experimental random groups. The counseled control group perceived greater helpfulness qualities in their counselors than the counseled experimental group (Table 49).

6. This method also revealed that CEP No. 2 both counseled and random control groups indicated significantly higher counselor helpfulness scores than the experimental counseled group. Both control groups were significantly higher than the experimental random groups (Table 49).

7. This method further revealed that CEP No. 3 both experimental groups (counseled and random) showed significantly higher counselor helpfulness qualities scores over the two control groups (Table 49).

Findings Related to Research Question 17: *Was there any relationship between secondary students' perception of counselor helpfulness qualities and counselors' use of time and effort across various functions?*

1. Multiple correlations through stepwise regression analysis was used to determine if there was any relationship between counselors' helpfulness scores of students and the counselor's use of time across various sampled functions. As indicated earlier, the analysis was conducted in two parts, one based on the purpose of the sampled functions performed (remedial or developmental) plus average time spent per function and number of functions performed.

2. The second regression analysis based on the following types of functions performed were used as possible predictor variables: individual and group counseling; developmental classroom guidance; consultation, observation and in-service; placement, registration, and testing; average time per function and number of functions performed.

The results reveal there were two combinations of significant predictors of students' perception of counselor helpfulness. High counselor time spent on functions for a developmental purpose was a single predictor. Significant at a lower level (.10) was the following predictor variables: high counselor time on developmental classroom guidance, high time in counseling and low average time per function (Tables 50 & 51).

Findings Related to Research Question 18: *Was there any relationship between students' perception of counselor helpfulness qualities and the counseling style of counselors?*

1. The third counseling tape sample was coded according to the HIM and cluster analyzed through normalized vectors. Cluster profiles were compared by ANOVA according to students' perception of counselor helpfulness qualities. The location of significant differences (.10 level) by the Newman-Kuels method revealed that cluster 2 was significantly higher than cluster 3. High interaction of cluster 2 (counselor's response) was found to be in the personal/conventional area and a fair amount of activity in personal/speculative aspects. Lesser amounts were noted in topic/conventional and topic/confrontive with a small amount of activity

in relationship/conventional, personal/confrontive, and relationship/speculative categories (Tables 52 & 53).

Findings Related to Research Question 19:

Was there any difference between the responses on the guidance questionnaire of students from the experimental and control counselor schools?

One way to examine overall counselor effectiveness using the results from the Student Guidance Questionnaire (Tables 88–99) is to compare student responses to each question and tally the number of times each of the experimental and control counselors received the higher percentage of favorable student ratings. Dividing this number by the total possible yielded a per cent of relative effectiveness. This was done for first and second year student responses on only those questions which yielded a significant X^2 coefficient. It will be recalled there were also two sets of students' responses for each counselor, those seen three or more times in counseling (the counseled group) and those seen less than three times or not at all by the counselor (the random group).

1. CEP No. 1 results show that out of all (15) of the highest favorable student responses 67% of them came from the counseled students in the control counselor schools and 8 of the 10 occurred the second year. The experimental counseled students accounted for 27%. The control random group produced one for 7%.

More than any other group the control counseled students revealed the highest percent to: see the counselor more than three times during the first year (61%); expect more than 15 minutes per session (53% 1st year); usually or always know more about themselves after counseling (80%); have better personal goals after counseling (77%); see more than one way to deal with personal concerns after counseling (93%); know more clearly after counseling where they stand on matters of right and wrong and what is important to them (78%); see the counselor 1-5 times for personal problems (49%–58%, both years); and reported more students seeing the counselor many times during the second year for personal problems (20%).

The experimental counseled students more than any other group showed the highest per cent: seeing their counselor more than three times the second year (60%); depend less upon the counselor for 'telling' them what to do (22%–21%); and seeing the counselor many times the first year for personal problems (23%.)

The control random group reported the highest per cent saying the counselor usually or always helps them make their own decisions (67%).

Given an opportunity to check 21 additional functions where counselors might be helpful a small group (7–8%) of students* indicated the counselor: helped me schedule my classes; works with students with personal or social concerns; helps students who are in trouble in school; and helps students get information about jobs in the community. Besides singling out the four functions checked the most often, the least four chosen were also identified.

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*All groups (experimental and control, counseled and random groups) were combined since the cell frequencies were small.

The four least checked items (2%) regarding aspects where counselors might be helpful revealed the following: helped me to get to know or get oriented to the school; helped me to develop better study skills; helps students who have been on drugs; and helps students who are dropping out find jobs.

2. CEP No. 2 results indicate that out of all (14) of the highest favorable student responses 64% came from counseled students in the control counselor schools and 29% came from the experimental counseled students. One came from the experimental random group for 7%.

This means of all student groups a higher per cent of the control counseled students reported: seeing the counselor working with students during most of the day both years (77% & 72%); expecting more than 15 minutes when they go to see the counselor (27%, 2nd year); they feel they know more about themselves after counseling (52% & 44%, both years); see more than one way to deal with personal concerns after counseling (64%); seeing the counselor 1-5 times during the year (40%, 2nd year); and seeing the counselor many times for personal problems (22% & 12%, both years).

The experimental counseled students more than any other group reported the higher per cent of their group: seeing the counselor more than three times during the year (53% & 47%, both years); expecting more than 15 minutes per counseling session (35%); and seeing the counselor 1-5 times the first year for personal problems (44%).

The experimental random group tied (72%) with another group in seeing the counselor contacting students throughout the day.

From the list of 21 additional areas where counselors might be helpful the four most frequently checked items from all groups combined included (7-9%): helped me schedule my classes; explained test scores to me; helped me decide on and make changes in school subjects; and helps students get information about jobs in the community.

From the same list, the four least checked items (2-3%) included: helps handicapped students; helps students on drugs; helps students who are dropping out find jobs; and helped me develop better study skills.

3. CEP No. 3 results on the Student Guidance Questionnaire show that out of all (10) of the highest favorable student responses 70% were from the experimental counseled students. Thirty per cent of them were from the control counseled students.

The experimental counseled students showed the highest per cent: seeing their counselor three or more times during the year (50%, 2nd year); reporting the counselor seeing students throughout the day both years (82% & 79%); usually or always after counseling see more than one way to deal with personal concerns (68%); reporting more having 1-5 contacts with the counselor during the year for personal problems both years (46% & 49%); and the second year reporting more who saw the counselor many times during the year for personal problems (16%).

The control counseled group showed the highest per cent: the first year (60%) seeing the counselor three or more times during the year; reporting expecting more than 15 minutes from the counselor per session the second year (22%); and indicating more saw the counselor many times the first year for personal problems (22%).

From the list of 21 additional ways in which counselors might have been helpful a small group of students (7-10%) chose these four most frequently: helps students who are in trouble in school; works with students who have personal or social concerns; helped me schedule my classes; and helped me decide on and make changes in school subjects.

From the list of 21 additional counselor activities these were the four chosen with the least frequency (2-3%): gave or helped me get information about vocational-technical schools or military training; helps graduating seniors find jobs; works with me in trying to decide on a career; and worked with me trying to decide on a school or college to attend.

Findings Related to Research Question 20: *What is the relationship between the experimental and control counselors on interpersonal relationship variables?*

1. The FIRO-B scales which assess six personal quality variables via self reports in three areas along two dimensions were used: three as *expressed* (inclusion, control, and affection) and the same three as *wanted* by the subject. The ANOVA revealed no significant differences between the two groups of the various preparation programs (Tables 54 & 55).

Findings Related to Research Question 21: *Was there any relationship between counselors' interpersonal relationship qualities and their style of counseling?*

1. The counseling style of counselors determined by a cluster analysis using normalized vectors was compared by ANOVA using cluster profiles from the HIM according to counselor scores on each of the six interpersonal variables. Significant differences were found using student responses and the Newman-Kuels method revealed the differences to be between cluster 2 and cluster 3 with cluster 2 having the higher mean score on the *affection wanted* variable. Cluster 2 is described on p. 103 (Tables 57& 58).

2. The counselors were subdivided between elementary and secondary job levels and analyzed by the same procedures for the same six personal qualities. There was a significant difference (.10 level) between cluster 1 and cluster 2 on the *affection expressed* scale with elementary school counselor tape responses. Cluster 2 had the higher mean score on this scale (Table 59). Based on student responses, cluster 1 counselors had a significantly higher (.10 level) mean scores on both the *affection wanted* scale and the *affection expressed* scale (Table 60).

3. A similar analysis of secondary school counselors alone failed to reveal any significant relationships (Tables 61 & 62).

Findings Related to Research Question 22: *What is the relationship between secondary counselors' interpersonal qualities and their use of time across selected time-function variables?*

Multiple stepwise backward regression analysis was used on each of the six FIRO-B interpersonal qualities as dependent variables with counselor time spent on selected time-function variables serving as independent or predictor variables. Each interpersonal quality was examined twice through regression analysis, once using function purposes (developmental and remedial), average time spent per function, and number of functions performed as one equation. A second equation used the type of function performed (instead of purpose) and included the following as predictor variables: individual and group counseling; developmental classroom guidance and orientation activities; consultation, observation, and in-service; placement, registration, and testing plus the same effort variables of average time spent per function and number of functions performed.

1. **Inclusion Expressed**

The two multiple regression analyses revealed no significant combination of counselor time-function variables as significant predictors (Tables 63 & 64) of this personal quality.

2. **Control Expressed**

The regression analyses indicated two combinations of significant predictors of this dependent variable: a) high counselor time serving developmental purposes, high counselor time spent per function and completing a large number of functions (R = .70 accounting for 49% of the criterion variance) and b) high average time spent per function and completing a large number of functions (R = .59 accounting for 35% of the criterion variance (Tables 65 & 66).

3. **Affection Expressed**

The regression analyses show that a number of sets of variables were significant predictors of this personal quality: a) high average time spent per function as a single predictor correlated .57 with the dependent variable and accounted for 32% of the criterion variance; b) high time per function and performing a low number of functions (R = .57 accounting for 33% of the criterion variance; c) high counselor time spent on developmental classroom guidance and orientation, and high average time per function (R = .63 covering 40% of the criterion variance; d) add to these two variables high time spent in consultation and in-service produced a .65 correlation covering 42% of the criterion variance; and e) add to these three variables high counselor time spent on placement, registration, and testing yielded a .66 correlation accounting for 44% of the criterion variance (Tables 67 & 68).

4. **Inclusion Wanted**

The two regression analyses produced a number of significant predictors of this personal counselor quality: a) high counselor time spent serving developmental purposes, high number of functions performed, and high average time per function (R = .70 accounting for 48% of the criterion variance); b) high number of functions performed and high average time per function (R = .68 and accounted for 46% of the criterion variance); c) high average time per function alone (R = .43 and covered 19% of the criterion variance; d) high number of functions performed, high average time per function, high counselor time consulting, observing, and in-service (R = .70 and accounted for 48% of the criterion variance); e) added to the three above was high counselor time spent in placement, registration, and testing (R = .70 and covered 49% of the criterion variance); and f) add to the preceding combination high time spent in developmental classroom guidance (R = .70 and accounted for 49% of the criterion variance) (Table 69 & 70).

5. **Control Wanted**

The two sets of regression analyses failed to produce any combination of significant predictors of this dependent variable (Tables 70 & 71).

6. **Affection Wanted**

The two sets of regression analyses revealed a number of significant predictors of this counselor quality: a) high average time per function alone, and b) counselor time spent with developmental purposes; high average time per function and low number of functions (R = .65 and accounted for 43% of the criterion variance); c) high average time per function and high counselor time with developmental classroom guidance (R = .64 and covered 42% of criterion variance; d) add high counselor time with consulting, observing, and in-service to the previous two variables yielded .66 correction and accounted for 44% of the criterion variance; and e) low counselor time in placement, registration, and testing; high time consulting, observing and in-service; high time in developmental classroom guidance; and high average time per function (R = .68 and covered 46% of the criterion variance) (Tables 73 & 74).

Findings Related to Research Question 23: *Is there a difference between experimental and control counselors on introversion-extroversion and stability-neuroticism qualities?*

The ANOVA was used to determine if differences, if any, were significant among the various groups of counselors on Eysenck's two dimensions of introversion-extroversion and stability-neuroticism. There were significant differences including interaction between counselor groups and preparation programs. Experimental counselors with two of the preparation programs had higher mean scores on this dimension whereas with the other two programs the control counselors had higher mean scores (Figure 11).

1. The method of comparing any two means (Winer, 1962) within colleges revealed the experimental group of counselors of CEP No. 3 had significantly higher mean scores than the control group on the stability-neuroticism scale in the direction of neuroticism qualities.

2. The difference between experimental and control counselors of CEP No. 2 was significant at the .10 level with the control counselors having the higher score in the neuroticism direction (Table 77).

Findings Related to Research Question 24:

Is there any relationship between counselor introversion-extroversion and stability-neuroticism qualities and their style of counseling?

1. The counseling profile clusters derived by the HIM from the follow-up tape and cluster analyzed by normalized vectors were compared to counselor mean scores on the personality dimensions by cluster using the ANOVA procedures. The data were analyzed for all counselors and then separated by elementary and secondary alone based on separate student and counselor tape responses.

Analyzing all counselors together based on separate student and counselor responses indicated no significant difference in these personality qualities represented by the three counseling style clusters (Tables 78 & 79).

2. Analyzing the secondary counselors data separately also produced no significant differences in these personality qualities among the groups represented by the different counseling clusters (Tables 80 & 81).

3. Finally, analyzing the elementary school counselors profile separately counselor and pupil responses also failed to reveal any significant differences among the counseling cluster profiles in relation to counselor scores on the introversion-extroversion and neuroticism-stability dimensions (Tables 82 & 83).

Findings in Relation to Research Question 25:

What is the relationship between secondary counselors' personal qualities of introversion-extroversion and stability-neuroticism and how they used their time across various time-function variables?

The multiple stepwise backward regression analysis was used on each of the two personality qualities acting a dependent variables with the time-function variables serving as independent or predictor variables. Each of the two personality variables was analyzed twice through regression, once using function purposes (developmental and remedial), average time spent per function, and the number of functions performed and, a second time, using type of function performed and the counselor effort variables which included: average time per function; number of functions performed; individual and group counseling; developmental classroom guidance; consultation, observing, and in-service; and placement, registration, and testing.

1. The results of the two regression analyses of the *introversion-extroversion* dimension revealed that no combination of counselor time-function variables were significant predictors of this personality quality. (Tables 84 & 85).

2. The results of the two regression analyses of the *stability-neuroticism* dimension revealed that one variable alone, high time spent serving developmental purposes, was a significant predictor (R = .45 accounting for 20% of the criterion variance, Tables 86 & 87).

Discussion of Experimental and Control Counselors-CEP No. 1

Model Implementation

Role Implementation

The seven secondary counselors associated with CEP No. 1 in the study implemented the role model at a rather high rate for both experimental and control counselors, both years (Tables 5 & 14). The first year, both counselor groups implemented the suggested time across the 24 functions selected for study at an 88% level plus or minus 5% of the suggested time frames. The second year the control counselors were more effective than the experimental group since they reached a 92% level with the experimentals remaining at an 88% level. Examining the details, it can be seen that both groups spent more time (6-8%) than expected (0%) in clerical tasks. Both groups also about doubled (17%-21%) the estimated time (10%) in consultation activities. Except for the control counselors the second year (the only difference between the two groups), both groups spent less time (30%-35%) than expected (45%) in individual counseling.

Counseling Style

In examining the three cluster analyses based on the HIM (ten counseling tapes of both groups for the two-year period), all counselors in both groups (100%) revealed making counseling responses (or their clients) in the lower right-hand quadrant of the HIM. This is the quadrant which is claimed to have the most potential for change as a result of the client-therapist interaction (Hill & Hill, 1961). In reviewing the frequency with which the experimental and control counselors showed up in this quadrant (Table 16), it can be seen that they did so with equal frequency in all cluster analyses combined (E-12; C-12). It should be pointed out that most of the interaction in this quadrant in the study for all six cluster analyses (counselor and student statements) fell in the personal/speculative category. Very small amounts were in the personal/confrontive category and it was only in the cluster analysis of the third set of tapes that small amounts began showing up in the relationship/speculative category (Figures 1-6). Most of the interaction, in *content*, was on the individual, his personality and problems whereas the *process* dimension involved the use of discussion between student and counselor in handling information for problem-solving or seeking understanding together.

Model Effectiveness

Students' Perception of Counselor Helpfulness Qualities

Both years the control counseled student groups' mean score rating of the counselors on helpfulness qualities was significantly higher than the experimental counseled student groups. Both counseled and random student groups of the control counselors and the experimental counseled groups showed significantly higher mean scores in the perception of their counselors' helpfulness qualities than the experimental random groups.

Career Problem-Solving

Counseled students of both experimental and control counselors showed an improvement in career problem-solving whereas the random student groups showed a decline.

Student Guidance Questionnaire

The follow-up year's results as to how students rated specific ways counselors might be helpful revealed that the control counseled students, out of all the total positive ratings, accumulated the most favorable set (89%) whereas the experimental counselors accumulated 11% in this analysis. The control counseled students had the highest per cent: who reported they saw the counselor 'three or more times' during the year (60%); who indicated they expect more than 15 minutes per session for counseling (48%); who stated they 'usually' or 'always' expect the counselor to help them make their own decisions (65% plus 67% of their random group); who 'usually' or 'always' seem to have better personal goals after counseling (77%); who 'usually' or 'always', after counseling, see more than one way to deal with their concerns (93%); who 'usually' or 'always' felt they knew more clearly after counseling where they stood on matters of right and wrong and what is important (78%); and who reported seeing the counselor '1-5 times' (58%) or 'many times' (20%) during the year for personal problems.

In the follow-up year, the experimental counseled students, in giving ratings of their counselors, accumulated 11% of the most favorable responses which in this case, meant the lowest per cent indicating they 'rarely' or 'always' counted (in between being the desired condition) on the counselor to tell them what to do (43%).

A final set of 21 additional functions, where counselors might be helpful, showed that a small per cent (7-8%) received counselor help with class scheduling; perceived the counselor as helping students with personal or social concerns, or who are in trouble in school, or who seek information about jobs in the community. A much smaller per cent (2%) reported the counselor as helping them become oriented to the school, improve their study skills, help students who are on drugs, or those who are dropping out find jobs.

Summary CEP No. 1

Comparing the performance of the experimental and control counselors of CEP No. 1 across the two role questions, degree of role model implementation and type of counseling style, reveals they were rather evenly divided, with the control counselors getting a slight edge (92%) over the experimental (88%) by implementing one additional function (of the 24 studied) the follow-up year within the suggested time frame. Both groups were equally divided (E-12; C-12) in having counseling interview responses in the more desirable interaction quadrant of the HIM, the heaviest concentration falling in the personal/speculative category.

Comparing the results of the three student outcome variables of a) student perception of counselor helpfulness qualities, b) career problem-solving, c) ratings of counselor assistance (SGO), it can be seen that while both counselor groups showed their counseled students improve in career problem-solving the second year (random groups declined), the control counseled students revealed a significantly higher mean score over the experimental counseled group on perception of counselor helpfulness qualities. The ten questions dealing with the types of counselor assistance showed in a comparison of the two counselor groups that the control counselors the follow-up year received the most favorable set (89%) of counseled student ratings and responses over the experimental counselors (11%).

These five variables, then, taken together (Table 88) show that the control counselors did a little better than the experimentals in implementing the role model espoused by the preparing institution; counseled

Table 88

Summary of Most Favorable Follow-up Year Results Across Role and Student Outcome Variables, Experimental and Control Counselors

CEP No. 1

Variable	Experimental (N = 4)	Control (N = 3)
1) Role Model Implementation		X
2) Counseling Style	X	X
	(same positive results)	
3) Student Perception of Counselor Helpfulness Qualities		X
4) Career Problem-Solving	X	X
	(similar gain)	
5) Ratings of Counselor Assistance (from SGQ)		X
Total	2	5

students of the control counselors perceived more helpfulness qualities in their counselors than their experimental peers, and counseled control students gave their counselors a higher set of favorable ratings and responses over the experimental counseled students on various kinds of counselor assistance. The two groups were evenly divided in their counseling style or ability to function in a facilitative manner with clients. The two groups were also equally divided in the career problem-solving variable since each counselor's counseled groups showed improvement the second year while the random student groups showed a decline.

This means that while the two counselor groups split on two variables (counseling style and career problem-solving), the control counselors came out ahead on the degree of role model implementation the follow-up year, students' perception of counselor helpfulness qualities, and students' ratings and responses to counselor assistance.

Discussion of Experimental & Control Counselors—CEP No. 2

Model Implementation

Role Implementation

The eight secondary counselors associated with CEP No. 2 in the study also implemented the counselor education preparation model at a rather high rate (Tables 6 & 14). The first year both experimental and control counselors implemented the role functions within the estimated time frames on 20 of the 24 counselor functions for an 83% level of implementation. The second year the control counselors were more effective (88%) by implementing one additional function within the suggested time frame. The experimental group remained the same (83%). Both counselor groups spent less time (29-39%) than proposed in individual counseling (50%). They both spent more time (13-18%) in consultation than was proposed (5%). They both consistently (9-15%) spent more time in clerical tasks than was proposed (3%). The control counselors spent more time one year (8%) than proposed (0%) in developmental classroom guidance activities. The experimental counselors the first year spent more time (7%) than proposed in placement (1%). The experimentals spent higher time (15%) than proposed (6%) in group counseling the second year.

Counseling Style

An examination of the cluster analyses (Table 15 & 16) from the ten counseling tapes based on the HIM categories revealed that the experimental counselors of CEP No. 2 showed up more frequently (6) than the control counselors (4) in the HIM quadrant associated with high change potential. Again it should be pointed out that most of the interaction (student & counselor statements) in the counseling tapes fell in the one category of personal/speculative with only small amounts in personal/confrontive and relationship/speculative categories.

Students' Perception of Counselor Helpfulness Qualities

The first year there were no significant differences among the various student groups' perception of counselor helpfulness qualities of the experimental and control counselors. The second year both counseled and random control groups' counselor helpfulness scores were significantly higher than the experimental counseled groups. Both control student groups were significantly higher than the experimental random group.

Career Problem-Solving

All student groups (counseled and random) of both experimental and control counselors decreased in their career problem-solving the second year with the control random student groups decreasing the least.

Student Guidance Questionnaire

The follow-up year's results on how counselors were helpful in specific ways (SGQ) showed that the control counselors accumulated from their counseled students the most positive set (86%) of favorable ratings and responses over the experimental counselors (14%). The control counseled students showed the highest per cent: who reported the counselor seeing students '4-5 hours' or 'more than 5 hours' per day (72%); who expect 'more than 15 minutes per counseling session' (27%); who 'usually' or 'always' feel they know more about themselves after counseling (44%); who after counseling 'usually' or 'always' see more than one way to deal with their personal concern (64%); who saw the counselor either '1-5 times' (40%) or 'many times' during the year for personal problems (12%).

The experimental counseled students the follow-up year had the highest per cent of students: who reported seeing the counselor 'three or more times' during the year (47%).

A final set of 21 additional functions, where CEP No. 2 counselors might be of help to students, indicated that a small per cent (7-9%) reported receiving help with class scheduling, interpretation of test scores, help with changes in school subjects, and students getting help on jobs in the community. Very few students (2-3%) received help from CEP No. 2 counselors regarding a handicap, use of drugs, dropping out of school or study skills.

Summary CEP No. 2

A comparison of the record (Table 89) of the experimental and control counselors associated with CEP No. 2 across the two role research questions, i.e., the degree of role model implementation and type of counseling, shows that while they were both evenly divided the first year with an 83% rate of role model implementation, the second year the control counselors improved by implementing an additional function within the suggested time frame for an 88% level of implementation. The experimental group remained 83% the second year.

Regarding the amount of counseling interaction in the favored HIM quadrant the follow-up year, the experimental counselors and their clients appeared to operate there more often than the control counselors.

Examining the results of the three student hoped for guidance outcome variables indicates the control counselors were perceived as possessing more helpfulness qualities than experimental counselors; they also received considerably more favorable ratings and responses from students on ten specific ways where counselor assistance is usually available; however, neither group of counselors was very effective with career problem-solving.

These five variables taken together show that the control counselors did better the follow-up year over the experimentals in implementing the role model espoused by the preparing institution and were also perceived as possessing more helpfulness qualities than experimental counselors. The control counselors also received the highest favorable set of ratings and responses on specific ways in which counselors were of assistance to the counseled students. The experimental counselors, however, were more effective over the control counselors in functioning in the HIM quadrant identified as having the highest change potential. Student career problem-solving appeared not to be helped by either group of counselors.

Summing up, this means that the control counselors did better with three variables the follow-up year (role model implementation, student perception of counselor helpfulness, and student ratings and responses) while the experimental counselors were more effective with counseling techniques. One variable, career problem-solving, appeared not to be facilitated by anyone associated with CEP No. 2.

Table 89

Summary of Most Favorable Follow-up Year Results Across Role Model and Student Outcome Variables, Experimental and Control Counselors

CEP No. 2

Variable	Experimental (N = 4)	Control (N = 4)
1) Role Model Implementation		X
2) Counseling Style	X	
3) Student Perception of Counselor Helpfulness Qualities		X
4) Career Problem-Solving	–	–
5) Ratings of Counselor Assistance (from SGQ)		X
Total	1	3

Discussion of Experimental & Control Counselors - CEP No. 3

Model Implementation

Role Implementation

The six secondary counselors involved in the study from CEP No. 3 also implemented the role model at rather high levels. It will be recalled, however, that this institutional training program stressed counselor responsibility in determining how time and effort should be spent using local guidance needs as a determinant of counselor role. Each counselor from CEP No. 3 therefore judged how time should be spent across the selected function variables, and their actual use of time was then compared to these individual estimates.

One obvious result (Tables 7-13) is that actual time spent in consultation was higher than proposed for all CEP No. 3 workers. Estimates ranged from 2-17% whereas actual time in consultation was between 25-30% for most of these counselors. Proposed time in individual counseling ranged from 10-37%. Two of the six counselors spent as high as 39% in individual counseling. Most of them spent 25% or more in individual counseling. One year two of the workers spent considerable time (15-18%) in clerical tasks.

The first year the range of the level of role implementation among the six workers was 75-92% with an average rate of 79% for the controls and 89% for the experimentals. The second year the range was 71-96% with an average implementation rate of 85% for the experimentals and 90% for the controls (Table 14).

Counseling Style

Comparing the results of the cluster analyses (Tables 15 & 16), based on the counseling tape samples coded according to the HIM matrix, indicates that the three experimental counselors showed up with a higher average frequency (3.33) than the three controls (2.33) as functioning in the lower right quadrant, the one identified as having high potential for change. Again most of the interaction in their quadrant was concentrated in the one category (personal/speculative) with only small amounts in personal/confrontive and relationship/speculative categories (Fig. 1-6). It will be recalled that high interaction in the personal/speculative category indicates *content* stress was on the individual, his/her personality and problems, whereas the *process* dimension involved the use of discussion between student and counselor in dealing with information for problem-solving or seeking understanding together.

Model Effectiveness

Students' Perception of Counselor Helpfulness

The second year was the only year when signficant differences showed up between experimental and control counselors' student groups relative to their perception of helpfulness qualities in counselors. Counseled students of the experimental counselors and their random groups as well gave significantly higher scores to their counselors than did the control counselors' student groups (counseled and random). See Table 49.

Career Problem-Solving

Examining Table 49 and Figure 7 it can be seen that the experimental counseled students and random student groups as well increased in career problem-solving whereas both control counselors' groups decreased.

Student Guidance Questionnaire

The follow-up year's results on specific ways in which counselors offer help to students showed that the experimental counselors accumulated the most positive set of ratings and responses from their counseled students (83%) over the control counseled students (22%). The experimental counseled students showed the higher per cent: who saw the counselor 'three or more times' during the year (50%); who estimated the counselor sees students '4-5 hours' or 'more than 5 hours' per day (79%); who 'usually' or 'always' see more than one way to deal with their concerns after counseling (68%); and who reported discussing personal problems with the counselor '1-5 times' (46%) or 'many times' (16%) during the year.

The control counseled students the follow-up year showed the highest per cent (22%) who reported they expect 'more than 15 minutes' from the counselor per session when they go in for an appointment. This accounted for 17% of all the favorable ratings.

The final set of 21 additional functions where CEP No. 3 counselors might have been helpful showed that a small per cent (7-10%) saw the counselor help students in trouble in school; work with those who have personal or social concerns; help with class scheduling; and choice of school subjects. Very few students (2-3%) reported: receiving help on vocational-technical schools or military training; seeing graduating seniors receive help with job seeking; receiving assistance with career decision-making; or help in deciding on a school or college or attend.

Summary CEP No. 3

A comparison of experimental and control counselors (Table 89) on the two role research questions, i.e., the degree the proposed model was implemented and the type of counseling, indicates that while the experimentals did better with role model implementation the first year (89% average), the second year the controls averaged a higher level (90%). The experimental counselors, on the other hand, in their counseling functioned in a more ideal way than the controls.

Examining the results of the three hoped for guidance outcome variables reveals that significantly higher scores on perception of counselor helpfulness qualities came from the experimental counseled students and random students over the controls. The experimental counselors' student groups had higher career problem-solving scores. The experimental counselors also received the most positive set of favorable ratings and responses in ten specific areas where counselors offer assistance.

These five variables taken together show that the experimental counselors of CEP No. 3 did better than the control counselors on all but one variable and that is the higher rate of role model implementation the follow-up year. The experimentals were perceived as possessing more helpfulness qualities than the controls, functioned in their counseling style more than the controls in ways which are associated with therapeutic change, and received the most favorable set of ratings from students regarding specific ways counselors provide help. The experimental students also had higher mean scores the second year on career problem-solving. The total results indicate the experimental counselors appeared to have more impact on students than the control counselors.

Table 90

Summary of Most Favorable Follow-up Year Results Across Role Model and Student Outcome Variables, Experimental and Control Counselors

CEP No. 3

Variable	Experimental (N = 3)	Control (N = 3)
1) Role Model Implementation		X
2) Counseling Style	X	
3) Student Perception of Counselor Helpfulness Qualities	X	
4) Career Problem-Solving	X	
5) Ratings of Counselor Assistance (from SGQ)	X	
Total	4	1

Discussion of Experimental and Control Counselors CEP No. 4

Model Implementation

Role Implementation

The eight elementary school counselors associated with CEP No. 4 implemented the role model at a very high rate the first year (92% both groups). This means experimental and control counselors implemented 22 of the 24 functions within the suggested time frames. Both groups the first year spent much higher time (E-40%; C-30%) than proposed (15%) in consultation activities. With the experimental counselors less time (17%)

than proposed (25%) was spent on developmental classroom guidance activities the first year. Group counseling time by control counselors (4%) was less than proposed (10%). The second year the experimentals again were higher than proposed in consultation (34/15%) and less than proposed time in developmental classroom guidance (13/25%). The follow-up year the controls came closer (96%) with only function outside of the suggested time frame, consultation time which was higher than proposed (35/15%). The control counselors remained at the 92% level (Tables 13 & 14).

Counseling Skills

In comparing the two counselor broups as to how they came to functioning in the ideal HIM quadrant (the one associated with high potential for therapeutic change) it appears that the experimentals (2.66) were more effective over the controls (1.50) with the frequency with which they showed up in these four categories. Also more experimentals than controls showed up functioning in this quadrant. See Tables 15 & 16.

Model Effectiveness

Teachers' Perception of Counselor Helpfulness Qualities

Teachers from school served by both experimental and control counselors increased significantly their perception of counselor helpfulness qualities the follow-up year of the study (Table 34).

Counseling Style and Staff Perception of Counselor Helpfulness Qualities

In examining the relationship between counseling style and staff perception of counselor helpfulness qualities it is interesting that counselors whose counseling style profile was in cluster 3 of the HIM had significantly higher mean scores than cluster 2 (Table 35). Cluster 3's profile can be characterized as heavy concentration on personal/speculative and moderate interaction in personal/conventional. Small amounts were in relationship/speculative and personal/confrontive. This means the counselor focused on the individual, his/her personality and problems largely through discussion with the individual. Information was discussed in a socially appropriate way and nonproblem oriented. Slight evidence was revealed whereby references were made as to the relationship between student and counselor along with traces of efforts to clarify and evaluate dynamics of behavior backed up with some type of documentation.

Teachers' Perception of Elementary School Guidance Functions

There was no significant difference between how close experimental and control counselors came to meeting teachers' expectations on guidance functions (Table 36). This was an assessment of staff's perception of the appropriateness of guidance functions and whether or not they were achieved and helpful.

The experimentals did decrease the discrepancy the second year between appropriateness and whether or not the functions were achieved and helpful while the opposite was true for controls. Neither reached significance, however.

Upper Elementary School Pupils' Self-Concept

There was no difference between upper elementary pupils' self-concept scores the second year when examining the groups assigned to experimental and control counselors. There was a slight drop in both sets of self-concept scores but it was not significant (Table 37).

Counseling Style and Sixth Grade Pupils Self-Concept

It is interesting that counselors of cluster 3 counseling style, discussed earlier (p. 170), had significantly higher 6th grade pupils self-concept scores over cluster 2. This was based on pupil statements used in a cluster analysis of the follow-up set of counseling tapes (Table 38).

Primary Children Affectivity

The experimental counselors' primary pupils showed a significant gain in a measure of understanding of self and others whereas control pupils did not change significantly. It will be recalled that Rusch's DUSO Affectivity Scale was used because in contacting counselors individually it was learned that a major thrust with younger children in their local programs was the utilization of DUSO materials in the classroom (Table 39).

Counseling Style and 3rd Grade Pupils Affectivity

There was no apparent relationship between the counseling style of counselors and primary pupils' self-concept measures (Table 40).

Summary CEP No. 4

Comparing the performance of the experimental and control elementary school counselors from CEP No. 4 relative to the two role research questions, degree of role model implementation and type of counseling style, indicates that both groups implemented the suggested role model at a very high rate. In fact, their percentage scores were the highest among all four programs. The first year both counselor groups implemented 22 of the 24 functions within the suggested time frame for a 92% level, but the follow-up year, while the experimentals remained the same, the controls implemented an additional function for a 96% implementation level.

Experimental counselors, on the otherhand, were more effective than controls in the counseling skill area since they showed up more frequently in the HIM quadrant identified as the one with high potential for change in threapy.

Reviewing the four pupil and teacher outcome type variables (Table 91) shows that while there were no differences on two of the variables (6th grade self-concept scores and teachers' perception of guidance functions) the experimental counselors' primary pupils did show a significant gain over controls. Both groups of counselors had significant gains in teachers' perception of counselor helpfulness qualities.

These six variables taken together show that while control counselors did better in role model implementation the second year, and like the experimentals, experienced a significant gain in staff perception of counselor helpfulness qualities the second year, the experimentals showed a significant gain in primary pupils affectivity scores plus functioning closer than the controls in a counseling style associated with high change potential. The net result is that the experimentals had one more variable in their favor over the control counselors.

Table 91

Summary of Most Favorable Follow-up Year Results Across Role Model and Student-Teacher Outcome Variables, Experimental and Control Counselors

CEP No. 4

Variable	Experimental (N=4)	Control (N=4)
1) Role Model Implementation		X
2) Counseling Style	X	
3) Teachers' Perception of Counselor Helpfulness Qualities	X (both significant gain)	X
4) Staff Perception of Guidance Functions and Their Achievement and Helpfulness	–	–
5) Upper Elementary Pupils' Self-Concept	–	–
6) Primary Pupils' Understanding of Self and Others	X	
Total	3	2

Overview of Consultation Strategies

The consultant from CEP No. 1 used discussion involving himself and the project counselors, individually and as a group, to deal with orientation to the job. Special attention was given to the affective concerns of the counselors. The group was used as a method for problem-solving of individual concerns as well as common concerns. The consultant also made specific recommendations regarding such things as test selection, a parent conference, organizing a counseling group, etc. Less contact was made with administration than planned, and feedback questionnaires were not developed and used with teachers and students as planned.

The consultant from CEP No. 2 used discussion and modeling as a process for focusing on concerns presented by project counselors. The format seem to parallel the case management or treatment oriented method. Counselor logs were examined for a reference on counselor's use of time as planned although feedback questionnaires were not developed and used as anticipated.

Consultant No. 3 modeled many aspects of the institutional program being involved in group counseling sessions, counselor staff meetings, meeting faculty in the lounge, and use of community resources. Time was spent also in assisting counselors to deal with the school milieu when and where it was inhibiting student growth. The consultant often met with the project counselor and other supportive personnel together in the school, and included the administrators in these meetings. Support was offered counselors in the area of psychological education in the classroom, where the consultant assisted by modeling, while less time was spent in attempting to further development of counseling skills.

Consultant No. 4, after meeting with project counselors to orient them to the project and the nature of the consultation, used time to observe the counselors in the classroom in the area of psychological education. He acted as technical advisor to the counselors and also provided demonstrations of his suggestions. Discussion was used in matters of staff communication problems, staffing changes, elementary school guidance programs, and counselor involvment in other professional activities (conference attendance, research, and demonstration projects). The consultant did not interview teachers and parents as planned for the purpose of collecting feedback on how counselors were coming across.

Role Implementation

The role implementation phase of the study was dominated by the control counselors with all four coming closer than the experimentals to the institutional model the follow-up year. Three of the four controls implemented 90% or above of the selected functions whereas the experimentals had only one (92%) above 90% with the other three in the 80's. The closest any group came to 100% was the CEP No. 4 control elementary school counselors (96%) with one function, consultation, not within the estimated time frame. The farthest group was the experimental group from CEP No. 2 which was off by four functions out of 24. This group was lower than estimated on counseling functions and higher on consultation and clerical tasks. It is interesting that while CEP No. 2 in two of their objectives made references to developing systems of help within the school and the counselor working with significant others, estimated that only 5%

of counselor time should be spent in consultation. It appears that both CEP No. 2 counselor groups were more realistic than the counselor educators in the amount of time to be spent in this function as they spent more than 5% time in consultation.

The counselors in CEP No. 1 also spent more time in consultation than suggested by their counselor educators. In fact, they doubled in most cases the time suggested for consultation. The counselors from CEP No. 1 also spent more time in clerical tasks than recommended which wasn't difficult since the counselor educators didn't think any time should be spent by counselors in this function. This, too, is probably an unrealistic expectation. For example, the two groups from CEP No. 1 spent 6-8% in clerical tasks and for this they were out of model range.

In referring to time in clerical activities which included time in doing clerical tasks related to data processing such as class scheduling, there were two counselor education groups which were consistently over in this function: CEP No. 1 discussed above and CEP No. 2. The CEP No. 1 groups ran 6-8% and the CEP No. 2 groups ran 9-15%. Two of the six counselors from CEP No. 3 were over their estimated time in clerical tasks. One experimental and one control counselor were over their estimated time (18/0% & 15/1%). Spending 6-8% of total time in clerical tasks is probably close to the upper limit one should spend in clerical type of tasks. Actually with the exception of the one CEP No. 2 control group the first year (15%) and the two No. 3 counselors, (one the first year [18%] and one the second year [15%]) *there was very little evidence in the study that counselors were bogged down with clerical duties* especially associated with course registration. If there was some counseling aspect involved in course selection then the counselors were instructed to code these functions under placement. Most counselor time in all placement functions ran less than 5% of total time. The highest time in this function by any counselor group was CEP No. 2 experimentals the first year (7%) and control counselor D from CEP No. 3 both years (9%). Some feel that this is not a proper counselor function while others, especially the more vocationally oriented, feel this function should be increased in the schools and, if necessary, involve vocational educators as well as counselors stressing job application, job interview procedures and post-secondary job placement (Minnesota, 1974).

Twenty of the 24 functions in most cases involved 5% or less of counselor total time and, in general, most counselor groups were within range of these functions-testing, referral, recording, reporting, planning, research, professional meetings, reading, clerical activities, etc. *Testing, often thought of as taking an improper amount of counselor time, involved less than 5% of counselor time in almost all cases.*

The discrepancies which occurred with secondary counselors were, in most cases, over the amount of time spent in counseling (individual or group) and consultation and the pros and cons of this particular dilemma are discussed elsewhere (p. 292). The elementary school counselors spent higher time in consultation and less time in developmental classroom guidance than proposed. It would appear, from the detailed analysis of the counselor time-function log data based on 17,294 functions performed over a two-year period, that *most counselors were permitted to function fully in professional activity in the school.* The counselor's actual behavior on the job is no doubt greatly determined by his/her counselor education experience for while there were discrepancies between what they did on the job and what their counselor educators said they ought to do, the overall closeness was great as attested by the high percentage of role implementation. The major differences among secondary counselors were in the amounts of time spent in counseling and consultation functions compared to what their counselor educators recommended in these areas. It is obvious there are differences among the counselor educators, not so much between CEP No. 1 and 2 but between these two and the other two programs (CEP No. 3 & 4). With the elementary school counselors it was the discrepancy between time in developmental classroom guidance activities and consultation. It is, no doubt, in these discrepancies that factors other than counselor education come into play such as school staff expectations, change in students needs, and the counselor's own psychological characteristics (Ivey & Robin, 1966; Miller, 1963).

The average time secondary counselors spent the follow-up year on performing each function ranged from 28 to 36 minutes with the control counselors of CEP No. 2 using the longer time and the experimental counselors of CEP No. 2 plus the control counselors of CEP No. 1 taking the shorter time. In general, the high school counselors performed more functions the second year over the first year (Table 105).

The average time elementary school counselors in the follow-up year spent performing each function was 23 minutes for the control counselors and 27 minutes for the experimentals. It was 29 minutes with the first group of elementary school counselors in Minnesota (Miller, Gum & Bender, 1972). The follow-up year the experimentals performed a few more functions over the first year but the controls were about the same (Table 126).

The secondary school counselors (except CEP No. 2 controls the follow-up year) performed more functions for females than males, although the differences varied. The differences were small with the experimental and control counselors of CEP No. 1 but greater with the experimental counselors of CEP No. 2 and both groups of CEP No. 3. The greatest single difference was the experimental No. 3 counselors who spent 43% of their functions with females and 23% with males and 33% in functions where both males and females were involved. Four of the six secondary counselor groups spent 35% or more (high of 45%) of student contacts in functions involving both sexes. The lowest counselor group (CEP No. 1 controls) performing functions for both sexes involved 28% of student contacts. In examining the individual counselor cases by sex, it is interesting that of the counselors who made individual student contacts eight of the nine female counselors spent the greatest individual contact with female students whereas only one female counselor spent her highest single student contact with male students. Of the 12 male counselors only three spent their highest single student contact with males, in fact, in seven of the 12 male counselors' cases, they spent the highest individual student contact with female students. It is obvious from this evidence that no matter what the sex of the counselor is the female students seem to be seen individually in more cases than male students. Contrary to the old argument that the sex of the counselor is important, girls did go to male counselors in this study. However, girls might go to a female counselor for different reasons and the same for males although from the counselors' notes in the box on the log sheets there is evidence that girls did discuss such personal information as pregnancy, marriage, etc. with male counselors.

The elementary school counselors all of whom were male except one female, spent more time than secondary counselors in student contacts involving both sexes except two of the secondary counselors (CEP No. 1, experimentals & CEP No. 3 controls) who were about the same as the experimental elementary counselors (46%) the follow-up year. The control elementary school counselors spent 59% of their follow-up year contacts with students of both sexes. The elementary school counselors in general spent twice as many individual contacts with males than females, 41% over 13% for experimentals and 29% over 12% for controls. In two of the eight counselor cases, which included the one female counselor the same amount of individual student contact was spent with both female and male students. Traditionally, elementary school age boys tend to have more school adjustment problems than girls which may explain why twice as many males over females are seen individually, observed, or consulted about by counselors but it does not explain why two counselors (one male & one female) divided the individual student time evenly between both sexes. In the first study of elementary school counselors in Minnesota (Miller, Gum & Bender, 1972) twice as much individual student contact was also with male students; however, the first group of counselors spent fewer contacts involving both sexes (33%) whereas it ran 46% and 59% in the present study.

The follow-up year the elementary school counselors spent about the same amount of time serving both lower grade children (E-32% & 27% & C-34% & 33% respectively) and upper grade children which is about the same as with the first study of elementary school counselors, 32% and 31% respectively (Miller, Gum & Bender, 1972). It was not possible to do much analyzing of the secondary counselors relative to time spent at various grade levels (except by individual counselor, Table 112) since some were assigned to junior high, some senior high, some grades 7-12, and some assigned to a single class. Senior high counselors tended to spend a higher per cent of time with seniors, junior high counselors more time with ninth graders although there were exceptions with a good share of time spent with seventh graders and eleventh graders as well.

Both elementary and secondary school counselors spent almost all of their time performing their functions inside the school buildings. Time in other locations was 5% or less in most cases. Some secondary school counselors spent more time in students' homes than elementary school counselors (Tables 113 & 132).

The elementary school counselors initiated the functions (E-54%; C-58%) more than secondary counselors where the range was 30-46%. Students initiated as many functions as secondary school counselors. Elementary school teachers initiated more functions (16%) than secondary school teachers (usually 5-9% with two exceptions, CEP No. 3 controls 13% & 30%). The principals initiated about the same per cent at both the elementary (5%) and secondary level (about 5-8%). About 3% of the contacts were initiated by parents at both elementary and secondary school levels with some exceptions of 5-8% at both levels. Six to 8% of the elementary school functions were initiated by other specialists while about 2-4% were initiated by other specialists at the secondary level with two exceptions, both experimental and control counselors of CEP No. 3 (5-6%).

Usually less than 1% of counselor time at both levels, elementary and secondary, was spent in making referrals to some other specialist in the school (school psychologist, social worker, nurse, etc.) or outside of the school to some community agency (Tables 117–135).

Both elementary and secondary school counselors spent about 3% of their time attending professional meetings and usually less than 1% time studying professional literature. Time attending college courses, if at all, was usually outside of the regular school hours with secondary school counselors whereas a few elementary school counselors spent 2-4% in this activity (Tables 122–136).

Most secondary school counselors spent 2% or less in guidance evaluation activities with recording and reporting tasks taking about 2 to 8% of counselor time (Table 124). Elementary school counselors spent 6-9% in this activity (Table 137).

With the elementary school counselors, most of the time functions were performed when teachers were present more than students. Elementary school counselors conducted many consultation functions with teachers and also were in many classroom groups with teachers present conducting developmental guidance activities; this was true especially with the control counselors. Parents were present almost as many times as principals (Table 139).

There is certainly evidence in this study (discussed elsewhere, p. 289) that personal qualities of the counselor are related to the way he/she spends his/her time. There is also evidence in this study that discrepancies exist between the different professional groups (administrators & teachers) in the schools as to the degree with which they support certain guidance functions. This undoubtedly has some influence on the counselor's use of time and his/her effectiveness in these areas. It appears it is in the following areas that counselor education might well re-examine its present stance: consultation, counseling, counselor personal qualities and professional groups' attitudes toward counselor role concepts. These matters are discussed in later sections.

Areas of Role Function Agreement-Disagreement

The experimental-counselors from CEP No. 1 were rather high in agreement with their own administrators and teachers on role concepts and counselor tasks over their control partners. They were also higher in agreement with the counselor educators on role concepts although not so with counselor tasks. Administrators, teachers, and counselors were together on the high importance given to: the quality of the counselor's interpersonal relationship with others, gathering and use of occupational-education information in counseling, counselor's mature judgment and self-control, and counselor commitment to the student. The counselor educators were high on most of these concepts as well. Most of these groups were down on: research familiarity, use of statistics, and the development of a school-wide testing program. The teachers and administrators rated low: the counselor serving in a consulting role relative to in-service activity, classroom group dynamics, process observation, school organization, curriculum, modification of classroom teaching, and classroom climate. They rated high: vocational-educational planning, working with students with problems, knowledge of resources, making referrals, up-to-date professionally, and ability to get along with people of different backgrounds. The counselors and counselor educators from CEP No. 1 did not place high value on consultation activities in school which conforms with the list of objectives for this counselor education program.

It is interesting here in that although the professional counselor and counselor educator groups gave low support to the idea of consultation activities for counselors, the actual time spent in consultation activities by these counselors was about doubled (17-21%) that which was recommended by the counselor educators (10%).

The control counselors of CEP No. 2 were closer than their experimental counterparts to the administrators and teachers on role concepts and counselor tasks. While both counselor groups were equally close to their counselor educators on role concepts the experimentals were closer to their college colleagues on counselor tasks. The teachers and administrators seem to agree that high value should be placed on: the quality of the student-counselor relationship, vocational-educational counseling, effective counselor communication regarding the guidance program, and counselor commitment to further training. Least favored role concepts by these groups included: counselor involvement with problems in the school and community, research activities, and professional activities. The counselors and their counselor educators gave high support to: effective counselor communication regarding guidance activities, the quality of the student-counselor relationship, counseling, and counselor commitment to professional ethics. Least supported by these two groups included counselor involvement in: research activities, school and community problems, and professional activities.

The teachers and administrators of CEP No. 2 highly endorsed the following counselor tasks areas: working with students with problems, educational-vocational planning, makes referrals, informed about career guidance resources in community, consults with parents about children's problems, involved in case conferences, and works well with others. Endorsed the least by these groups included: consultation with teachers regarding classroom dynamics, process observation in the classroom for teachers, and organizational consultation.

The counselors and counselor educators from CEP No. 2 favored: fostering democratic climatic in his/her work serving as a model to other staff relative to open communication, works with students with goal planning, personal problems, and talks with parents whose child needs special help. Least favored by these professional groups included: helps students make course selections, provide personal student information for student folders, and administers standardized tests.

The teachers and administrators associated with CEP No. 2 did not support the notion of the secondary school counselor as a consultant to them regarding: classroom dynamics, process observation in the classroom for teachers or organizational suggestions. The counselors and counselor educators, while not showing as pronounced a negative attitude toward consultation, in general did show some of the same reservations.

In the role implementation phase of the study it was learned in actual practice the counselor groups from CEP No. 2 in three of the four time-function samples spent three times (15-18%) the recommended percent (5%) of time in consultation activities. The fourth sample of 13% was nearly three times as well. Spending 15% to 20% of total counselor time in a single type of function should perhaps deserve higher consideration in the preparation program.

The most discrepancies from a single project group on role concepts and counselor tasks occurred with the CEP No. 3 counselors where the control counselors and their teachers were far apart on counselor tasks (.05) and the experimental counselors were distant from their administrators on role concepts (.06). The control counselors were low in agreement with the counselor educators on counselor tasks (.29); however, the counselors were rather close to each other on role concepts (.74) and, though somewhat less, they were in fair agreement with each other on counselor tasks (.64). Teachers and administrators in general did not give much support for the counselor as a consultant to teachers and the administration whereas this was strongly supported by the counselors and counselor educators. Career guidance activities often strongly supported by teachers and administrators were rated down by the counselors from this preparation program. Teachers and administrators usually gave strong support for counselor role concepts and counselor tasks of a remedial nature ("working with students with adjustment problems," "making referrals," "case conferences," "talks with parents whose child needs help," etc.). Highly supported by the counselors and counselor educators but not so by the teachers and administrators were the following areas of consultation activities: classroom climate, school organization, group dynamics, etc. The counselor groups rated "administering school-wide tests" low and most other professional groups rated "use of test data" low compared to other activities. It would seem that there is a need for professional groups associated with these counselor groups (CEP No. 3) to establish some kind of dialogue relative to counselor role especially in the area of consultation since there is low support for this type of activity from teachers and administrators. This is similar to results found by Disilvestro (1973) in an Indiana study.

Time spent by CEP No. 3 counselors in "consultation" was higher both years than that proposed by all six counselors the second year. Actual percent of total time, the second year in consultation for five of these six counselors, ranged from 25 to 47%. It appears that while teachers and administrators gave little support to these activities they nevertheless were exposed to a considerable amount of such service.

In examining the four different counselor education project groups on both role concepts and counselor tasks it appears that the counselors (experimental and control) from CEP No. 4 were in closest agreement with each other over the other counselor groups on role concepts and counselor tasks. They were also closest over the others on the amount of agreement with their teachers and counselor educators on these same two variables. This was not true with the administrators, however, although the differences were not great.

The teachers and administrators gave high endorsement to: developmental classroom guidance activities, counseling, sensitivity to others and consultation with teachers, although these functions were not stable over the two years since there was some shifting downward to make them least favored the second year; but again the quantitative difference was not great. More stable, lower valued role concepts included: student appraisal and use of student data in counseling. The counselors and counselor educators' pattern of role support was quite similar to these two groups.

On counselor tasks the teachers, administrators, and counselors were in rather high agreement on such tasks as: works with students with personal problems, participates in case conferences, talks with parents whose child needs help, makes appropriate referrals, helps students work toward personal goals, helpful with personal-social-emotional or family problems, and helps students learn how to get along with others. Not so well supported by these three professional groups were such tasks as: helps with organizational aspects, curriculum consultation, career guidance activities, and administers standardized tests in the school.

The counselor educators, more loyal to the developmental emphasis of their preparation model, supported mostly activities which were facilitative in nature in the classrooms and the school in general. No remedial type of counselor tasks received high support from this group. High support went to: consultation with teachers regarding developmental guidance and group dynamics, enhancing classroom learning climate, helping students learn to get along well with others, fostering a democratic climatic in his/her work, etc. Least supported by this group were activities quite similar to the teachers, administrators, and counselors above.

It is interesting that in the role implementation aspect of the study both groups of the counselors doubled the time in "consultation" recommended by the counselor educators with the experimental counselors spending less than recommended time in "classroom guidance activities." An analysis of the consultation content revealed that about half of such contacts with both groups were remedial in nature. The control counselors spent about a fourth of such contacts with developmental type of content which was about twice that of the experimentals.

Counseling Tape Sample No. 1

In comparing counselor and student responses of the four counseling tapes (at the end of training) of tape sample No. 1 (Figures 1 & 2) it appears that cluster No. 1 of both were very similar except that the counselor statements in the personal/speculative category was much higher than student statements in this category. On the other hand, the reverse was true for student statements in personal/conventional. In other words, while both sides of the interaction fell into six categories in which student statements concentrated on his/her personality and/or problems, the counselor interacted in this similar category more moderately in a combination of very high concentration on using discussion of personal information seeking understanding together or to solve a problem. It would appear in this cluster No. 1 the counselors were more forward than the students in attempting to move the interaction toward resolution. Half of all the counselors in this cluster, based on counselor responses, came from CEP No. 1, four from CEP No. 3, and three from CEP No. 2. Clusters based on student responses revealed that six of the nine counselors were from CEP No. 4.

In cluster No. 2 the reverse was true with the personal/conventional and personal/speculative categories. In other words, the students appeared to be more forward in moving things (their individual problems) in this analysis by making many efforts to solve problems through discussion. The counselors in this cluster, on the other hand, were very high in focusing on the individual with a lesser use of discussion as a process than the students. The remaining profile categories were similar. Four of the six counselors in the cluster based on counselor responses came from CEP No. 4. Using student statements in forming the clusters showed that counselors from CEP No. 1 and No. 3 made up most of the cluster population.

In cluster No. 3 the differences also occurred between the same two major categories except the counselor statements were about evenly divided between focusing on the individual, his/her personality and problems, and the use of discussion as a facilitative technique. Cluster No. 3 from the students statements was more precisely divided between these two categories plus a fair amount of content interaction (more than the counselor's) on topics of general interest or away from the relationship at hand, topics were also processed by discussion of information. Two of the three counselors in the one cluster came from CEP No. 4, using counselor statements. Using student statements in the 3rd cluster revealed four of the seven counselors came from CEP No. 2.

There was a 4th cluster in the counselors' analysis of the first tape sample and it was very similar to the students' statements in cluster 3 above. Two of the three counselors in this cluster came from CEP No. 2.

All these clusters had small amounts of interaction in personal/confrontive although counselor statements showed up about twice as much as student statements suggesting that counselors were more assertive (not argumentive) than students in trying to move toward clarification, evaluation or resolution.

Counseling Tape Sample No. 2

In comparing counselor and student responses of the three counseling tapes (the first year on the job) in tape sample No. 2 (Figures 3 & 4) it appears that these cluster No. 1 profiles were somewhat similar, the exception being that a profile difference, in both profiles, was in the personal/speculative category with the counselor responses higher than the students. On the other hand, student responses were higher in this analysis in the personal/conventional category than counselors. The lesser interaction in the other categories of topic/conventional and topic/speculative was quite similar in both student and counselor profiles. Small amounts of interaction fell in topic/assertive, personal/assertive, topic/confrontive, and personal/confrontive on the counselors' side. Out of these small interaction categories only one (personal/confrontive) showed up in the student cluster No. 1 profile and even then only a third as much as in the counselors' profile. In other words, in both student and counselor profiles in this cluster analysis most of the dialogue content centered on the individual, his personality and problems with discussion as the major method to facilitate progress. The counselor, more than the student, was perhaps more forward and assertive in the counseling sessions whereas the student spent time on safer topics. About half of the 16 counselors in this cluster (counselor statements) came from CEP No. 1, five were from CEP No. 3, and two each from CEP No. 2 and CEP No. 4. Using student statements, about half of the counselors came from CEP No. 1, five from CEP No. 3, and two each from CEP No. 2 and No. 4.

In examining cluster No. 2 of tape sample No. 2 (Figures 3 & 4) both student and counselor statements were highest in personal/conventional with the student showing the highest concentration in this category. Next highest interaction in this cluster was in the personal/speculative category with the counselor showing the highest amount. Lesser activity in topic/conventional and topic/speculative was similar with both groups as was the small amount of verbal statements in personal/confrontive, personal/assertive, topic/assertive and topic/confrontive. There was some evidence that group members, when present, were discussed in the context of the counseling situation. The personal content of both counselors and students' profiles appears to have been handled in conventionally appropriate ways. Considering all profiles in this cluster analysis these two revealed the least amount of interaction in any of the lower right quadrant categories associated with therapeutic change. Based on both counselor and student statements five of the seven counselors came from CEP No. 4.

Cluster No. 3 in this tape analysis from the counselors' side of the inter-action was similar to yet different from the students' side. The basic profiles while having a common pattern in four of the major categories (topic/conventional, topic/speculative, personal/conventional, and personal/speculative) were different in that the student's side showed activity higher in topic/speculative and personal/speculative over the counselors. This profile pattern suggests that activity was rather evenly divided in both cases between nonrelationship material, and personal references. The material was handled in a nonproblem oriented fashion along with some discussion devoted to problem-solving with the counselors showing slightly greater use of discussion of information toward resolution of problems. Counselors also revealed more use of confrontation in personal matters over students although the total individual amounts in this category were small. Both students and counselors in these profiles showed a moderate amount of effort in general interest content handled in a nonproblem way. The students used group members in a contextual way, on a small scale, to handle facts and information during discussion and in nonproblem ways. All of four counselors in the cluster based on counselor statements were from CEP No. 4, whereas all four were from CEP No. 2, using student statements to form clusters.

A fourth cluster showed up only on the students side of the interaction in this analysis and this was characterized by high concentration of personal references handled in a nonproblem manner, with slightly less personal content handled through discussion to enhance understanding and clarity. Activity, though small, showed up in five other categories, the highest being in the use of group members contextually in a nonproblem fashion. The two counselors in this cluster came from CEP No. 3 and No.4.

Follow-up Counseling Tape Sample

Looking at the counselor and student profiles one year after consultation or the follow-up tape sample No. 3 (based on three tapes per counselor, figures 5 & 6) reveals cluster No. 1 to be quite distinct in that only moderate activity was present in the personal/speculative category from the students side of the interaction whereas it was great with the counselors' statements. In this way, counselors more than students were obviously tending to move client progress along by focusing on the individual through the use of discussion to facilitate understanding. The students, while using discussion, focused on less personal content such as general interest material. The counselors in this cluster, more than the students, focused on the counselor-client relationship although total activity in this area was small compared to the other categories. The counselors, in dealing with this relationship used three levels going from light informational references, argumentive approaches, to discussion methods to bring about understanding. This follow-up tape was the first time statements concerned with the student-counselor relationship began to show-up with the greater contribution coming from the counselors. Based on counselor statements eight of 12 counselors in this cluster were from CEP No. 1 and No. 4. Based on student statements half of eight counselors in this cluster came from CEP No. 2.

The cluster No. 2 profiles of counselors and students in this follow-up tape sample are almost a perfect match in the four categories where the major activity took place (personal/conventional, personal/speculative, topic/speculative, and topic/conventional). In other words, counselors and students alike, concentrated on the individual, his/her personality, and problems in a light manner with much fewer personal references handled through discussion. General interest material was also handled in a superficial way although this total activity was less than the other categories above. It was only on the counselors' interaction side that references were made to the student-counselor relationship and while they treated some of this content through discussion, a larger amount was dealt with in a socially appropriate fashion. Counselors and students both used some confrontive procedures to handle personal references in counseling though again this total amount was very small. Based on counselor statements, six of the nine counselors in this cluster came from CEP No. 2 and No. 4. Based on student statements, half of the ten counselors came from CEP No. 4.

In cluster No. 3 the profiles of counselors and students of the follow-up tape sample were different with students showing greater use of discussion to facilitate understanding of personal material over the counselors who chose to deal with personal content through discussion on a lesser scale. The counselors were in greater contrast to students in using discussion to handle general interest material. Students and counselors were alike in the degree they handled personal material in socially appropriate ways. The counselors more than the students dealt with topics of general interest in socially appropriate ways. The counselors in this cluster revealed traces of being argumentive in dealing with general interest topics but counselors and students were alike in showing traces of interaction centering on general topics and personal content through the use of confrontation. Counselors reflected slightly on the student-counselor relationship in socially appropriate ways whereas students handled the same content to about the same degree of interaction but did so at a deeper level through discussion. Students used group members contextually via discussion in this cluster. Based on counselor statements, three of the five counselors in this cluster came from CEP No. 1. Based on student statements, four of the ten counselors in this cluster came from CEP No. 1 and the other six came two each from CEP Nos. 2, 3, and 4.

Counseling Style as Related to Other Variables

The secondary school experimental counselors from CEP No. 3 and the control counselors from CEP No. 1 and CEP No. 2 were more effective overall than their project partners (Tables 90-98). The one thing in common was that they spent a higher per cent of their total time the follow-up year in individual counseling (32, 40 & 43% respectively) than their project partners (22, 30 & 28% respectively). Of special interest is that these three counselor groups were rated higher on students' perception of helpfulness qualities and students' ratings of counselor assistance by their counseled students over the opposite counseled groups. This suggests an association somewhat similar to the Barrett-Lennard (1962) study. It will be recalled (Chp. 3) that in the Barrett-Lennard study therapeutic change and client perception of counselor helpfulness went hand in hand. In this study, students who gave their counselors higher ratings on specific helps they received were also the same students who perceived higher helpfulness qualities in their counselors. In this regard it provides a measure of validity for the Perception of Counselor Helpfulness Qualities instrument which was adapted from the earlier longer Barrett-Lennard instrument. In the same way, the Tamminen & Miller study (1968) where the Perception of Counselor Helpfulness Qualities instrument was used first, showed that the correlation between these scores and a rating of counselor assistance by the same students was significant (.66).

In looking for further associations, it will be recalled that students' perception of counselor helpfulness qualities was predictable through secondary counselors' use of time: high time on functions serving developmental purposes as a single predictor and significant at a lower level (.10) was high time in counseling (already mentioned), high time in developmental classroom guidance, and low average time per function. Counselors who were perceived as having significantly higher helpfulness qualities used different counseling interaction skills than those perceived as having lesser helpfulness qualities (Table 53). The counselors who were perceived as having more helpfulness qualities (Cluster No. 2) tended to focus greatest for content on the individual and his/her personality and problems and usually dealt with this type of content in a factual way, discussing it in a socially appropriate manner without stressing any problem aspects. A secondary component in this counseling profile included the same type of content but at a deeper level viewing the problem aspects attempting to understand through discussion. At a more superficial level and used less frequently was consideration of general interest topics dealt with at times in a factual manner and other times through discussion with equal use of confrontation to clarify issues. It will be recalled that it was in the follow-up tape that counselors began to show up in two additional cells in the lower quadrant identified as the area of counseling functioning possessing high potential for therapeutic change. Though the interaction amounts in these two additional cells (personal/confrontive and relationship/speculative) were small they were greater than that present in the cluster associated with significantly lower perception of counselor helpfulness qualities. Interaction in three of the four cells (as opposed to two in Cluster 3) tends to validate in a directional way the positive potential associated with counselors who function in the lower right-hand quadrant of the HIM. Functioning in these two additional areas means that personal material including the relationship between the student and the counselor is dealt with a deeper level using discussion to reach understandings together but including confrontive statements to clarify points and issues. The confrontations are usually supported by references to some form of evidence or documentation.

Cluster No. 2 included nine counselors; however, the elementary school counselors were not involved in this analysis, since the perception of counselor helpfulness instrument was not used with the younger students in the study. All but one of the secondary counselors in this counseling cluster came from those counselor groups who received significantly higher scores from students relative to their helpfulness qualities as well as higher ratings on actual counselor assistance (Figure 5). The fact that the counselors began to show up in more categories of the ideal HIM quadrant two years after training might suggest that time or maturation (experience) may be a significant factor in skill development. This is consistent with other research (Cannon & Carkhuff, 1969; Carkhuff, 1969; Cartwright, 1966; Cormier, Hackney & Segrist, 1974; Fiedler, 1950; and Griffin, 1968). There is also evidence that counseling skills can be developed more effectively if the preparation is offered in a structural manner (Carkhuff, 1969; Gazda, 1973; Smaby, 1975*).

In examining the follow-up year counseling tapes of the elementary school counselors and comparing them to the 6th grade students' self-concept scores, the students served by the counselors in Cluster No. 3 had significantly higher self-concept scores than those served by counselors in Cluster No. 2. It may be recalled that Cluster No. 3 was different in that students showed high use of discussion to facilitate understanding of personal problems. A fair amount of interaction included personal references but not in a problem context. There were only small amounts of interaction which included–general discussion, drawing from what has been said to clarify, group evaluation without documentation, discussion of relationships (but not conflict oriented), and confrontive aspects (giving or receiving meaningful feedback which included documented observations). Counselors in Cluster No. 3 also received significantly higher ratings from teachers on perception of helpfulness qualities.

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*Personal communication beteen the project director and Dr. Marlowe Smaby, Psychology Department, University of Minnesota, Duluth which revealed that undergraduates in a highly structured course on interviewing skills did better on measures of communication skills than practicum students in counselor education.

In the earlier discussion of this topic it was pointed out that secondary school counselors in Cluster No. 2 were perceived as having significantly higher qualities of helpfulness. These same counselors also reported they express significantly more than other cluster counselors a feeling of closeness to others. Elementary school counselors in Cluster No. 2 (from the counselors side of the interaction) also indicated in a significant way (over the other cluster counselors) that they express a feeling of closeness to others. Elementary school counselors in Cluster No. 1 (from the students' side) reported significantly higher feelings of closeness to others and also a desire to have others express a liking for them.

Counseling as a Role Function

Traditionally counseling has been the major function of counselors in general and particularly high school counselors. Two of the three secondary counselor models in this study (CEP No. 1 and No. 2) still stress this function by proposing that 45% and 50% respectively of total counselor time be spent in individual counseling. By combining group counseling of 10% and 6% respectively the amount of time would be higher. The results of the study reveal that no counselor group from either of these two preparation programs actually spent this much time in individual counseling during the two years. The CEP No. 1 counselors spent 30%-40% and CEP No. 2 spent 28%-34%. It appears that the difference between proposed and actual time in individual counseling was spent in consultation with significant others as discussed in the previous section. Some of the secondary school counselors from CEP No. 3, while de-emphasizing this function on how they proposed to spend their time, in many instances spent more time in practice doing individual counseling than planned. Others from CEP No. 3 spent less time in individual counseling than planned. They ranged from 10-37% in how they thought they should spend their time in individual counseling. The follow-up year the experimentals spent 32% of their total time in individual counseling whereas the controls spent 22%. In general, secondary counselors spent about a third of their total time in individual counseling which is a significant change from the more traditional estimate of half-time in counseling, especially individual counseling. The earlier secondary guidance study in Minnesota (Tamminen & Miller, 1968) revealed that counselors then spent 54% of their total time in counseling. The results of this study represent a considerable decrease in the amount of counselor time in counseling.

Both groups of the elementary school counselors in actual practice were within the estimated range for individual counseling both years. The model espoused by CEP No. 4 for elementary school counselors de-emphasizes individual counseling in favor of group counseling and developmental classroom guidance activities plus consultation with significant others. The counselor educators estimated that 5% of total counselor time should be in individual counseling and 10% in group counseling plus 25% in classroom guidance activities. While these counselors were within the ranges on the use of time for counseling, individual and group, the follow-up year they were low in time spent in classroom guidance activities as discussed earlier. It appears that the difference between proposed and actual time in classroom guidance functions plus other sources was devoted to consultation functions which were the greatest time recipients of elementary school counselor time (35%).

None of this discussion should be construed to mean that individual counseling is not an important and helpful function in either secondary or elementary guidance programs, but the evidence here, especially with secondary counselors, seems to indicate a sharing of some of the counseling time with consultation functions and to a certain extent developmental classroom guidance activities. The secondary counselors and definitely the elementary school counselors were functioning in many ways close to the approach suggested by Tamminen and Miller (1968), in an earlier Minnesota secondary guidance study which recommended not only time for counseling individuals where needed, but time devoted to consulting with significant others in the school who deal more directly with students on a regular basis in an effort to make the school a more humanizing place for all. Heavy use of the counselor as a consultant to staff has been stressed by others as well (Blocher & Shaffer, 1971; Dinkmeyer & Caldwell, 1970; Dinkmeyer & Carlson, 1973; Miller, 1966; Gum, 1969).

Career Guidance Aspects

All three of the secondary counselor preparation programs included in their list of objective references to career development needs and the counselor's responsibility in this area. Teachers and administrators both supported role concepts in career guidance for counselors. Paul (1975) also found administrators supportive of high counselor involvement in this area in her Minnesota study of career education. The one elementary counselor preparation program did not mention career development but stressed more general developmental needs. This institution (CEP No. 4) does include career development aspects with their secondary program (not included in the study), however, they argue that with younger children higher priority should be given to facilitating human growth less tied to career development (Gum, 1969). However, with CEP No. 4 they base their developmental guidance theory on the same general theory prominent in career development theory, Havighurst (1953). It would appear they stress many of the same developmental needs with young children espoused by career development theorists who may use other labels (see Miller, 1974).

In examining secondary counselor effectiveness in the area of career guidance relative to this study it will be recalled that the counselors' group showing the most positive results were the experimental counselors from

CEP No. 3 where both their counseled and random student groups increased the second year in career problem-solving but their control counselor groups showed a decrease. Counseled students of both counselor groups associated with CEP No. 1 (experimental and control) showed an increase in career problem-solving whereas both random student groups indicated a decrease. All student groups of CEP No. 2 showed a decrease the second year in career problem-solving.

In examining the counseling style and counselors' use of time and effort across various functions, no relationships were found between these guidance input variables and career problem-solving. In examining the content of counseling interviews, teacher consultations, etc., (Table 120) it is evident from the ten categories available that career development aspects, especially "occupational-educational information," "interpreted behavior," and "career planning" were next to "responded to feeling" in frequency of interview content with most of the high school counselors. The follow-up year "occupational-educational information" was the most frequent interview content with both the experimental and control counselors of CEP No. 2 and almost equalled "interpreted behavior" and "responded to feeling" content of the control counselors of CEP No. 3. "Career planning" occupied rather frequent interview content of the control counselors of CEP No. 2 and in descending order, the experimental counselors of CEP No. 1, the control counselors of CEP No. 1, the experimental counselors of CEP No. 2, and the experimental and control counselors of CEP No. 3. "Interpreted behavior" covered both the nature and level of success or underachievement, failure or maladaptive behavior. "Test interpretation," another interview content item which is related to facilitating career development as part of understanding one's interest, abilities, and aptitudes, also showed up frequently. The control counselors of CEP No. 1 and No. 2 and both counselor groups of CEP No. 3 showed rather high interview frequencies in this aspect. It is obvious that much of the interview content or consultations with teachers and others focused on career development aspects. It should be pointed out that Crites Career Problem-solving instrument deals more with the *process* of solving problems in career exploration, career planning, understanding potential, etc. than is probably done in individual counseling. It may be that what counselors do in counseling is less complex, less career process oriented, but yet quite helpful from the individual student's view.

It will be recalled that three of the counseled student groups who perceived significantly higher helpfulness qualities in their counselors (over the random student groups) were also the same students who assigned the higher ratings to counselors for assistance received in such areas as "seeing more than one way to deal with my personal concerns," "have better personal goals after counseling," "I feel I know more about myself after I talk with my counselor," "know more on where I stand on matters of right and wrong and what is important to me," etc., all of which bear an important relationship to career development since self-understanding, goal setting, dealing with personal concerns, etc., are part of career guidance even though not stressed the same way in Crites' Career Problem-solving subtest. The Crites' Problem-Solving instrument was selected to complement areas of need tapped by the items above from the Student Guidance Questionnaire.

The three counselors' groups who were perceived as possessing significantly higher helpfulness qualities were also the same counselors who were given higher and more positive ratings from students on help received as mentioned above. Two of these three counselor groups (CEP No. 1 and No. 3) also showed counseled students with increases in career problem-solving scores (the random students of control counselors from CEP No. 1 also showed an increase). This is a pretty good record of consistency across three student variables although admittedly the pattern is less stable when it comes to career problem-solving. Again, it may be that what counselors offer in counseling does not teach career problem-solving as a concept. It may be recalled that Crites made up the situations for the items in the test from a collection of actual individual cases in counseling. Learning career problem-solving as a process perhaps might best be offered in group situations which may be more efficient and more effective. Such approaches have been developed and found effective in Minnesota and elsewhere, especially in the general area of psychological education which includes career development aspects (see p.). Counselor education programs could also be more sensitive to the need for more structured experiences in career development which influence student growth in this broad area. The four current Minnesota (1974) projects dealing primarily with the placement aspect alone is an effort to find ways for counselors and vocational educators to be more effective with students in job seeking skills, job applications, and job placement. Assessment in these areas is always a problem but Prediger (1974) makes a strong case to focus on decision-making and career exploration. There are others who have developed very structured approaches for dealing with concerns in this area of problem-solving, goal setting, etc. (Carkhuff, 1973a; Carkhuff, 1973b; Carkhuff, 1974; Hosford & de Visser, 1974; Krumboltz, 1966; Krumboltz & Baker, 1973; Krumboltz & Thoresen, 1969). Miller (1974) found some positive career results with her classroom interventions with high school students. Working in the classroom with teachers was found effective in one Minnesota elementary school guidance project dealing with career awareness (Holdahl et al., 1974) but this was not the case with eight exemplary projects in Minnesota (Smith, 1974). Mahonen and Tamminen (1975) were successful working with adolescents in the classroom dealing with occupational values. Mesa, Arizona schools, while working at elementary, junior and senior high levels were effective only at the junior high level using teachers and counselors together. There appears to be a strong need to pull together all the approaches which seem to work and incorporate them as a basis for competency development in counselor education and guidance program development in the schools. Again, there is considerable overlap with other developmental tasks covered under the rubric of psychological education which is discussed on p. 303.

Personality Aspects of Elementary School Counselors

In an analysis of personal qualities of counselors, both secondary and elementary school counselor data were combined, but also analyzed separately as well to glean out any possible differences. In comparing elementary school counselor personality aspects in relation to counseling styles (pupil statements) it was found that there was a significant difference (.10 level, Table 60) between elementary school counselors *Affection Expressed* and *Affection Wanted* scores and counseling clusters 1 and 2, with cluster 1 having the higher mean scores on these FIRO-B scales. Most of the experimental counselors were in cluster 1. In other words, the counselors in cluster No. 1 more than the others say they express a feeling of closeness to others and in turn desire others do express similar feelings toward them. In an analysis of counselor statements where another significant difference occurred, the higher *Affection Expressed* mean score came from counselors in cluster 2 (Table 59). While most of the experimental counselors were in cluster 1, two of the three counselors in cluster 2 were control counselors. Counselors in cluster No. 2 more than the other cluster counselors reported that they express a feeling of closeness in interpersonal contacts.

There were no differences in conducting the same analysis of counselor qualities based on Eysenck's introversion and neuroticism dimensions and counseling styles of elementary school counselors (Tables 82 & 83).

Personality Aspects of Secondary School Counselors

In examining personality aspects of secondary school counselors, a number of relationships were revealed. There were significant relationships between two of the FIRO-B expressed scales and two wanted scales, with the secondary school counselors' use of time across various functions. There was also one significant relationship between the counselors use of time across functions and Eysenck's neuroticism scale. There were also significant differences between experimental and control counselors associated with two programs on the neuroticism scale.

Counselors with the higher *Control Expressed* scores, those who say they try to influence others, are the secondary counselors (Table 65) who spent high time serving developmental purposes, high time per function (over 32 minutes, Table 106), and completed a large number of functions (350 +, Table 105). This accounted for about half of the criterion variance (49%). Predicting the same *Control Expressed* (Table 66) quality but less effectively was the two variable combination of high average time per function and completing a large number of functions (36% of the criterion variance.)

High school counselors who express a feeling of closeness to others (*Affection Expressed*) were those counselors (Tables 67 & 68) who spent a lot of time on each function (over 32 minutes) which accounted for 33% of the criterion variance. There were four other predictor combinations but most of the variance (44%) was accounted for by high time per function as above, plus high time in development classroom guidance and orientation activities (above 6%*), high time in consultation and staff in-service (above 25%), along with high time in placement, registration, and testing (above 5%) activities.

High school counselors who wanted others to include them in an interpersonal way *(Inclusion Wanted)* were identifiable (Tables 69 & 70) by the way they spent their time on the various functions and function purposes. This personal quality was predictable by high counselor time spent serving developmental purposes (above 49% of time), performing high number of functions (over 350 functions), and high average time per function (Over 32 minutes) accounting for about half of the criterion variance (48%).

Using types of functions, this personal quality was also predictable at the 48% variance level by high counselor time spent in consultation, observation, and in-service (over 25% of time), high average time per function (over 32 minutes), plus performing a high number of functions (over 350 for sample).

Secondary school counselors who wanted others to express a liking for them *(Affection Wanted)* were predictable through five, different combination of predictors (Tables 73 & 74). Forty-three percent of the criterion variance was covered by high average time per function (over 32 minutes), high time serving developmental purposes (above 49%), plus performing low number of functions during the sample period (less than 350). Accounting for nearly half of the criterion variance (46%) were the following function variables: low counselor time in placement, registration, and testing (less than 5%), high counselor time in consulting, observing, and in-service (above 25% of the time), plus spending high time per function (above 32 minutes).

Neuroticism qualities (Table 86) were associated at the 20% criterion variance level with high counselor time spent serving developmental purposes (above 49% of the time). The experimental counselors (Table 77) of CEP No. 3 had significantly higher neuroticism scores ($\bar{X} = 8.33$) than their control counterparts ($\bar{X} = 3.67$), whereas the controls, at the .10 level, of CEP No. 2 had significantly higher neuroticism scores ($\bar{X} = 6.50$) over their experimental partners ($\bar{X} = 3.00$). It should be pointed out that while these mean scores were significantly higher, they were still short of mean scores associated with abnormal group samples. High N scores suggest overemotionality or difficulty in returning to a normal state after emotional experiences. Such individuals may be predisposed to or develop neurotic disorders under stress but not to the extent associated with severe cases. In fact, high N scores have a low failure rate in academic settings (Eysenck & Eysenck, 1968).

There were no significant differences on the introversion-extroversion and stability-neuroticism dimensions and the counseling style of counselors (all counselors combined, secondary alone, or elementary school counselors alone). See Tables 78–83.

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*per cents are used here but actual time in minutes was used in the regression analysis.

Personality Aspects of All Counselors

The analysis of personal qualities of all school counselors shows that while there were no significant differences on the Interpersonal Relationship Orientation Scales (FIRO-B) between experimental and control counselors across the various preparation programs (Table 55), there was a difference when comparing counseling styles (Table 56). Counselors who formed cluster No. 2 had a higher mean score (8.00) over those in cluster No. 3 (5.90) on the *Affection Wanted* scale (Table 58). These are counselors who report they want others to express feelings of closeness to them. Cluster No. 2, based on student responses, consisted mostly of elementary school counselors (5) from CEP No. 4, plus two each from CEP No. 1 and No. 3, and one from CEP No. 2.

Secondary School Guidance Outcomes in Relation to Counselors' Style of Counseling and Use of Time and Effort

There were no significant relationships between student career problem-solving and the counseling style of counselors (Table 42) nor was there any relationship between this important student outcome and how counselors used their time across the various time-function variables (Tables 43 & 44).

There was a difference, however, with students' perception of counselor helpfulness qualities and these two counselor input dimensions. Positive ratings of counselors by students on this instrument (Perception of Counselor) were predictable at a 20% criterion variance level by high counselor time spent on developmental purposes alone (above 49% of the time). It was also associated (.10 level) with high counselor time spent in developmental classroom guidance activities (over 6% of the time), high time in counseling (over 42% of the time), plus low average time per function (less than 32 minutes) at a 35% criterion variance level.

Examining students' perception of counselor helpfulness qualities (.10 level) in relation to their style of counseling revealed that secondary counselors in cluster No. 2 were associated with ratings from their students on this scale at a mean level of 110.13 whereas students from counselors in Cluster No. 3 rated their helpers at a 104.89 level. Cluster No. 2 was characterized from the counselor's side of the interaction by a majority of the activity concentrating on the individual, his/her personality, and problems in a light manner with much fewer personal references handled through discussion. General interest material was also handled in a superficial way, although this total activity was less than the other categories above. References were made to the student-counselor relationship and while they treated some of this content through discussion, a larger amount was dealt with in a socially appropriate fashion. Confrontive procedures were used to handle some personal references although this amount was small compared to the others. Four of the six of the secondary counselors in this cluster were from CEP No. 1 and 2 counselor groups which also earned the highest ratings from students for specific counselor help. Some additional aspects of personality qualities in relation to the counselor's functioning will be discussed further in the next section.

Developmental vs Remedial Role Aspects

In reviewing the support for various role concepts and counselor tasks it is rather obvious that across all professional groups of teachers and administrators, high support was given to remedial kinds of counselor functions (works with students with personal problems, adjustment problems, motivation problems, participates in case conferences, makes referrals, talks with parents whose child needs help, etc.). The teachers and administrators associated with the three secondary counselor education groups did support the developmental aspects of career guidance although this was not always as highly supported by the secondary counselors and their counselor educators. As was discussed earlier, the consultation function, a developmental focus, which is aimed at operating the school in a positive way to prevent problems from occurring and helping school staff to be more effective in their on-going contacts with students, was not highly supported by secondary teachers and administrators. One secondary counselor education program (CEP No. 3) and the elementary school counselor preparation program (CEP No. 4) both stressed consultation as a primary counselor function. These two counselor education programs stressed a developmental approach generally more than the other two programs (CEP No. 1 & 2). Elementary school teachers and the administrators, in general, supported the consultation function with counselors unlike their secondary counterparts.

In examining how counselors spent their time in developmental and remedial activities (both *purpose* and *type* of function), the experimental counselors of CEP No. 3 the follow-up year spent a very high per cent of their time (72%) serving developmental *purposes* whereas they spent only 28% serving remedial purposes. The exact opposite was true for the control counselors (Table 108). While exact comparisons were not possible on all functions with the elementary school counselors of CEP No. 4 because the time-function log categories were different from the secondary counselors' log, some cross comparisions can be made.

Both experimental and control elementary school counselors of CEP No. 4 spent between 35-50% of their total time serving developmental purposes or a combination of remedial and developmental purposes. Twenty-two to 29% of their total time went to serving remedial purposes (Table 131). In examining the other sets of secondary counselors the follow-up year, about half of the time of the experimental counselors from CEP No. 2 was spent serving developmental purposes and about half serving remedial purposes. The control counselors from CEP No. 2 (like the experimental counselors of CEP No. 3) spent high time (78%) serving developmental purposes with only 21% in remedial purposes. The experimental counselors of CEP No. 1 spent high time (about 60%) serving developmental purposes and 40% in remedial purposes. The reverse was true for the control counselors.

By reviewing Tables 5-13 and others, the *types* of counselor functions used by counselors to carry out the function *purposes* can be examined. There is a major difference, however, between elementary and secondary counselors in that the developmental elementary guidance model of CEP No. 4 (Gum, 1969; Miller, Gum & Bender, 1972) views counseling as a remedial type of function whereas in secondary guidance it could be considered either a developmental or remedial type of function depending upon the primary focus of the interview content. In personal development, for example, goal setting, career decision-making, and educational-vocational planning (all developmental in orientation) could be the focus of secondary counseling and, therefore, classified as a developmental type of function. On the other hand, the counseling interview could also be used in secondary guidance as a remedial type of function in cases where the content focus is on such problems as underachievement, absenteeism, failure, personal problems, student-teacher conflict, etc. Direct comparison between elementary and secondary counselors in this study were, therefore, not possible on the *counseling* type of function because of these differences.

The secondary counselors (Table 110) the follow-up year spent a third to almost half of their total time in counseling, as mentioned earlier, serving both developmental and remedial purposes (Table 108). They spent from 3-8% of their time in placement and testing activities which included course selection and course registration interviews normally considered to take a lot of high school counselor's time. They spent from 4-11% of their time with developmental classroom guidance functions. They spent from 16-34% in consultation, process observation and in-service activities. Consistently both groups of counselors from CEP No. 3, whose secondary model stressed a developmental-preventative approach spent more time in these types of functions (33 & 34%) than did the other secondary counselor groups. Although her experience was contrary (21-25%) one counselor from CEP No. 3 (Counselor F, Table 12) did not initially propose to spend much time (2%) in consultation. It will be recalled that CEP No. 3 expected the counselors themselves to propose how their time should be spent based upon their judgment of school needs. All but one high school counselor group of the other two secondary programs (CEP No. 2-control 18%) spent about 23% of their total time in these activities even though their counselor educators apparently did not stress such activities (14-16%) that much in training (Tables 5 & 6).

The elementary school counselors from CEP No. 4 spent the greatest single time in consultation (about 35% the follow-up year) and, if combined with in-service activities (5%) as was done with the secondary counselors, the total time in these developmental functions ran 40%. The elementary school counselors, it will be recalled, spent about this per cent serving developmental purposes although some included a combination of remedial and developmental purposes. It will be further recalled that it was the control counselors who came closer to the proposed model with 26% of their time in developmental classroom guidance functions whereas the experimentals spent 13% of their time in the classroom.

It is apparent that many secondary counselors spent a considerable amount of time in consultation, process observation, and in-service activities (22% for all but one group from CEP No. 2 which was 18% and 33% for both CEP No. 3 counselors). The elementary school counselors spent 40% of their time in similar functions.

In reviewing the relationship between time spent on various function purposes, types of functions performed and guidance outcome variables, it is interesting that with both experimental and control elementary school counselors of CEP No. 4, where so much time was spent in consultation with significant others, teachers increased significantly their perception of counselor helpfulness qualities the follow-up year over the first year. This has special meaning, since in the first study of elementary school counselors in Minnesota (Miller, Gum & Bender, 1972) the opposite was the case the second year of that study. It appears that the elementary school counselors in this study were apparently much better prepared to work with significant others than the group evaluated earlier who came from varied backgrounds of preparation and sometimes with little stress on consultation.

While there was no difference between the upper elementary school pupils' self-concept of experimental and control counselors there was a significant difference with the primary children favoring the experimental counselors. It was not possible (because of a small counselor sample) to do a regression analysis with the elementary school counselors to see if there was any relationship between student outcomes and how time was spent on various functions. In examining how time was distributed between various grade levels (Table 130), however, the controls spent 33% of their time and the experimentals 31% of their time with lower grade children. The controls spent more time with classroom groups than the experimentals (Table 140). Perhaps the experimentals, being more effective than the control counselors with this variable, directed more organized effort to this student population within the pre-school to third grade category reported in Table 130.

While with the secondary school counselors, there was no significant relationship between how counselor time was spent on various functions and career problem-solving, there was with students' perception of counselor helpfulness qualities. High counselor time serving developmental purposes was a single predictor of this important guidance outcome variable. As a second predictor, a combination of function variables included: high counselor time on developmental classroom guidance, high time in counseling (includes developmental or remedial content), and low average time per function. In examining the secondary counselors who received the most positive ratings from students on specific areas where counselors offer assistance, it will be recalled it was the same three counselor groups who received significantly higher scores from students on perception of counselor helpfulness qualities (see p. 283). It could be concluded that high secondary counselor time with developmentally oriented activities bears a positive relationship with students' perception of counselor helpfulness qualities and indirectly to students' ratings of actual assistance received from the counselor.

In looking for relationships between developmental or remedial counselor role orientations and personal qualities, it may be recalled that secondary counselors who say they try to influence others (Control Expressed) tended to spend high time serving developmental purposes, high average time per functions, and completed a large number of functions. High school counselors who say they express a feeling of closeness to others (Affection Expressed) also spent a lot of time in developmental classroom guidance activities, in consultation and staff in-service, in placement, registration and testing, and high time per function. High school counselors who want others to include them in an interpersonal way (Inclusion Wanted) were predictable by high counselor time serving developmental purposes, performing a lot of functions (over 350 functions), and spending a lot of time per function (over 32 minutes). Using types of functions in the regression analyses additional relationships showed up revealing that counselors who want others to include them tended to be those secondary counselors who spent high time in consultation, observation, and in-service activities, high average time per function, and who completed a large number of functions. High school counselors who say they want others to express a liking for them (Affection Wanted) were those who spent high time serving developmental purposes, high average time per function, and performing a low number of functions. Also high time in consulting, observing, and in-service, low time in placement, registration, and testing, plus high average time per function were associated in a significant way with counselors who want others to express a liking for them. High time serving developmental purposes was also associated with counselors who reported some emotionality in their make-up (neuroticism) although such score differences were within the normal range.

It is quite apparent, in reviewing outcome variables in relation to the remedial or developmental role orientations of counselors that more can be accounted for directly and indirectly through time and effort directed toward more developmentally focused guidance functions than remedial functions. The elementary school counselors, both groups, who spent 40% of their time in such developmentally focused activities as consultation and in-service plus 13-26% in classroom guidance activities were perceived, in both cases, as possessing significantly more helpfulness qualities the follow-up year by teachers. Explaining how experimental counselors' primary pupils made significant gains over controls in self-understanding was not discernible in terms of remedial or developmental emphasis. In general, high secondary school counselor time and effort spent with a developmental focus was significantly related to students' perception of counselor helpfulness qualities and indirectly to students' ratings of assistance provided by the counselor. No such relationships were found with career problem-solving, however.

Counselors possessing certain personal qualities can also be linked to a developmentally oriented role functioning. Counselors who say they try to influence others, express a feeling of closeness to others, want others to include them, and who want others to express a liking for them tended to be those counselors who functioned more in a developmental way than a remedial role orientation. Counselors who reported some emotionality, though still quite normal, also functioned more in a developmental fashion.

Again it would appear that more positive guidance outcome variables were accounted for by way of a developmental role functioning over a remedial one. This tends to support developmental approaches stressed by others (Blocher, & Shaffer, 1971; Dinkmeyer & Caldwell, 1970; Tamminen & Miller, 1968; Gum, 1969). Two of the four counselor education programs (CEP No. 3 and No. 4) were developmental in emphasis and the counselors from these programs functioned within this framework although there were some exceptions. However, counselors from CEP No. 1 and No. 2 functioned higher in consultation activities than suggested by their counselor educators moving them too, toward more developmental ways. Apparently they too, observed there were school needs which could be served in this way. Important as counselor education is as a determinant of counselor role, and there is substantial evidence from this study that such is the case, the personal qualities of the counselor himself/herself also appears to be a contributing factor in role determination.

Effectiveness of Consultation as a Strategy to Help Counselors

In reviewing what the consultants said they were going to do (consultation strategies) and examining their notes and records as to what they actually did it is apparent that discrepancies did occur. In other words, the consultants did not seem to diligently follow the strategies they developed nor refer to their program objectives as reference points during the year of consultation. However, there were individual variations among the four consultants. The exact degree of consultation implementation is not known, of course.

The consultant serving the CEP No. 3 experimental counselors seemed to be the most conscientious in following the strategies outlined during the first project year. The consultant who served the CEP No. 1 experimental counselors also appeared to be quite conscientious, although, no questionnaires were developed and used with teachers and students for feedback on the counselor's assistance as was planned. The consultant who served the CEP No. 2 experimental counselors, did examine the counselors' logs as planned to gain a perspective on how time was being spent by counselors; however, no feedback questionnaires were developed and used as planned. The consultant's notes did not show appropriate references to research as anticipated. Consultant No. 2 used discussion and modeling as a process to focus on problems presented by the counselors. The approach utilized seems to have followed a case management or treatment oriented method. Consultant No. 4, according to his notes, apparently did not interview teachers and parents as feedback on counselor helpfulness as planned.

It will be recalled that two of the experimental counselors' groups did better than their two control partners and two control counselor groups did better than their experimental peers. In searching for explanations as to why two consultants seemed to be successful and two were not, CEP No. 3's high success might be attributable to the fact this consultant was the only consultant who was a product of the program represented in the project. In other words, this person experienced the counselor education program and manifested an integrated model perhaps more than the other counselor educators who often because of interest and competence may only be active in some but not all of the program components. This consultant was perhaps more involved in all aspects of the institutional model and thus better equipped to assist in the application of the various role aspects. This person's success may also be attributed in part to the fact that the consultant deviated least from the proposed strategies.

The consultant from CEP No. 4, while not as highly successful as CEP No. 3 in terms of the number of variables which favored the experimentals over the controls, nevertheless had results that did favor the project treatment. This consultant did not follow the strategies as planned as closely as the CEP No. 3 consultant which may explain why he was not as successful. This consultant was not a product of the CEP No. 4 program either although he was a staff member of an elementary guidance NDEA institute prior to joining the CEP No. 4 staff, an institute very similar in content and focus as CEP No. 4.*

The results of the study relative to the application of consultation strategies seem to suggest that following, closely, a structured plan of assistance to counselors is important and being able to model all aspects of the institutional program is helpful especially if supported by a professional commitment to the counselor-consultant interaction. Another observation is that perhaps the consultation process itself should have been monitored more closely by project staff in the same way the consultants monitored and assisted the counselors in the implementation of their role. Data should also have been collected for the experimental counselors as consultees. It would appear that the consultation process in general was much too informal to be as effective as it might be. Procedures used by others, mostly in business, could have been followed more closely (Bennis, Benne & Chin, 1969).

The previous studies of guidance in Minnesota mentioned earlier in the first and second chapters seem to indicate, as with this study, that guidance successes are associated with the more structured type of guidance experience. Consultation, although not precisely defined by the profession, offers high promise as a tool and according to the studies reviewed in chapter two (including the recent research by Schmuck et al., 1975) many consultative functions have been helpful in impacting individual and organizational variables. Casual and informal approaches to guidance including consultation, tend not to be productive. It is appropriate in the final section of this chapter to recognize the lack of sufficient structure and accountability in counselor education and guidance programs, and examine ways to strengthen the profession.

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*Personal correspondence with the project director.

Management, Structure and Accountability

This study was an effort to bring theory, training, and practice closer together with exploratory emphasis upon whether or not counselor educators as consultants to recent graduates, could facilitate greater role implementation and counselor effectiveness. The results show that in half of the cases studied, counselor educators as consultants seemed to have influenced in a positive way important aspects of the counselors' professional behavior. In the other half of the subjects this was not the case, but the evidence does seem to indicate that the potential is there and counselor educators do have the capabilities, when applied in a structured manner, to make a positive impact. To make a lasting and significant contribution to society counselor education cannot afford not to be more accountable for the individuals they turn out of their institutions.

Being accountable in a responsible way necessitates consideration be given to such things as the management aspects although this may not be an easy task. Truax (1970) has spoken out strongly regarding this deficiency in the helping professions. "It is perhaps the most glaring deficit in the helping professions that counselors, clinical psychologists, psychiatrists, social workers, and others rarely, if ever, are given any systematic feedback on their effects on clients" (p. 10). A major purpose of this study was to do just that, including feedback to the counselor educators who prepared the counselors. It is interesting that none of the three consultants who planned to collect feedback data on their counselors did so and the fourth (CEP No. 3) which stresses counselor function based on school needs made no reference to needs assessment in any systematic way.

The need to introduce management concepts into public institutions such as schools is rather well known and while some critics would 'deschool' society the more reasonable solution would be a properly managed learning institution. Managing the service institutions for performance will increasingly be seen as the central managerial challenge of a developed society, and as its greatest managerial need (Drucker, 1974, p. 135). However, there is no coherent theory of institutions and their management which would encompass service institutions. Drucker (1974) refers to the differences between business and service institutions:

> But the service institution is different fundamentally from business in its "business." It is different in purpose. It has different values. It needs different objectives, and it makes a different contribution to society. Performance and results are quite different in a service institution from what they are in a business. Managing for performance is the one area in which the service institution differs significantly from a business (p. 136).

Management by objectives and self-control assumes that people want to be responsible, want to contribute, want to achieve (Drucker, 1974).

To search for possible linkages between preparation, practice, and acccountability, the essence of this study, in many ways, gets at the relationship questions raised by Herr (1972). In his study he examined the perceptions as to what is appropriate for counselors, do they actually perform these functions and are they prepared to perform them. He summarizes the dilemma:

> . . . before one can assume that the restraining factors . . . operate to limit counselor involvement with clusters of recommended function, one must assume that the counselor is, in fact, prepared to perform the functions recommended. In other words, the relationship between what it is appropriate for the counselor to do, what he actually does, and what he is prepared to do must be meshed in an interlocking continuum. If a high degree of relationship does not exist between these three interrelated dimensions, concerted and collective improvement and extension of a guidance profession are cast in doubt. The data used in this study strongly suggest that such organic relationships do not now exist (p. 256).

This study, unlike Herr's study, does demonstrate that some interlocking relationships do exist among these different variables.

In an effort to make counseling more effective Krumboltz (1966) conceptualized an approach in which client goals were stated in specific behavioral terms in three general areas: altering maladaptive behavior, learning the decision-making process, and preventing problems through interventions in school policies and curriculum, offerings. Desired client behaviors may be achieved through operant, imitative, cognitive, and emotional learnings. Global assessments of counseling are inappropriate according to Krumboltz; for evaluation purposes the problem of change and direction must be specified by the student. The implications of behavioral science for counseling and guidance has been specified in the same publication by Bijou (1966).

Krumboltz (1967) in an effort to make the helping process in counselor education more precise stresses the importance of counselors' a) specifying the behavior change desired by the client; b) the application of facts about the learning process to the modification of client behavior; c) the responses of the client (not the judgment of his practicum supervisors) should serve as the criterion for judging the success of his counseling; and d) learning to examine research literature as well as participating in research in an effort to find improved ways of helping.

Professional interest in the last five years or so has been in providing a more organized approach to counseling and guidance programs. Hosford and Ryan (1970) in referring to this condition stated:

> There is a great demand for determining the most efficient and effective counseling and guidance procedure, and it is rather ironic that we in the profession have been slower than society to recognize the need for a science-based approach showing accountability and responsibility for our practices (p. 221).

Professionalization cannot be attained, according to Ryan (1969), in counselor education programs which continue to treat selection, coursework, practicum and the on-the-job counselor as unrelated, independent elements, rather than articulate components of a unified system.

The objective of a systems approach to planning is well stated by Hosford & Ryan (1970) who explain that it is to reduce complex problems and relationships to simple outputs which can be used by the planner in arriving at the "best" decision in terms of effectivensss and efficiency. "Most importantly, a systems approach forces us to specify what we are trying to accomplish and let us see immediately what we are not accomplishing" (p. 223).

Thoresen (1969) also proposes application of the systems approach to guidance and counselor education including behaviorally stated performance objectives; careful attention to the relation of components; information flow and feedback mechanisms; and man-machine combinations. Models such as flow charts and simulation techniques are also involved.

> To continue with the present montage of practices is to remain mindless of our complex environment and its impact upon us. Much may be gained from seriously initiating the processes required in using a systems approach. Plainly it is no panacea, but revolutionary and radical change of contemporary times demands that we increase our effectiveness in preparing counselors for today's clients; that we institute a radical departure; and that we have the courage to challenge our most cherished convictions (p. 15).

According to Hosford and Ryan (1970) several factors are probably responsible for the present lack of such accountability; probably the main one is that we have been taught to believe in effectiveness in nonquantifiable terms. Also, our programs have been developed not on a set of procedures verified by scientific investigation but on the basis of what we think or hope will result. A third factor, according to these two writers, has been our tendency in setting up programs to think in terms of what the counselor will do to the client rather than what the client will be able to do as a result of counseling. Because of this inability to specify what a client can do, we have little or no basis for relating his success or lack of it to his counseling experience.

Critical to the systems approach, according to Hosford and Ryan, is defining the product or outcome of the system in behavioral (performance) terms (see Bandura, 1969; Mager, 1962; Mager & Beach, 1967; Ryan, 1969). First, they identify and describe the behaviors necessary to the desired outcomes; second, they specify the conditions under which the behaviors should occur; and third, they specify the acceptable level of performance, i.e., the extent or degree to which the individual is able to perform the behavior.

In the area of accountability while there have been efforts directed in Minnesota to encourage tighter management of pupil services (Mease & Benson, 1973) so has been the case in other states such as California (Keirsey & Bates, 1972), Missouri (1973) and Florida (1975). Missouri appears to be the only statewide organized case where counselor reimbursement out of vocational funds is tied to assessment of student guidance needs, setting of counselor objectives based on student needs, and performance levels to meet the objectives. Wellman (1974) of the University of Missouri has been contracted by the U.S. Office of Education to develop an evaluation handbook for guidance programs. It is still in preliminary draft form but the concept offers high promise as a method for making guidance programs more relevant to need and accountable to the schools and funding sources which support such services.

Counselors, supervisors and counselor educators must recognize the importance of the need for a broad theory of personal development as a sound structure upon which to base guidance programs. Next is the need to make counselor education and school guidance programs more accountable to society by monitoring, for validation purposes, the beliefs we hold about interlocking relationships between what counselors are prepared to do, whether or not they do it, and, if they do, does it make any difference. This study shows that some of these aspects do make a difference but shouldn't the experience be expanded to overcome the aspects where it didn't make a difference? The implication is that we can use this experience to improve the development of counselor education and school guidance and counseling programs.

Ryan (1969) in articulating the potential of a systems approach to counseling and counselor education identified various aspects: first, investigate needs and identify the problems; seek alternatives and devise a total configuration of best possible alternatives; implement and maintain an efficiently operating system; evaluate the system and communicate feedback results into system; and review and revise the systems.

This study and others on guidance and counseling in Minnesota (Tamminen & Miller, 1968; Petry, Anderson & Miller, 1969; Miller, Gum & Bender, 1972; Miller, 1973; Miller, 1975), plus many others reviewed under consultation in chapter two and p. 303, provide a sufficient data base on which to restructure counselor education and guidance and counseling programs. Several guidelines emerge as a result of this research and the others mentioned above. First, counselor effectiveness is linked to the counselor's competence and the use of his/her time in a systematic way to meet a specific need. Our lack of success in the past, particularly at the secondary level, is the result of, in part, procedures not verified by scientific investigation and a belief that the outcomes are not quantifiable (Hosford & Ryan, 1970). Van Hoose (1970) puts it even stronger. "Inadequate knowledge, limited skills, and the general lack of a systematic approach are reasons that counselor education programs do not produce effective counselors." As indicated earlier, our collective empirical evidence in Minnesota shows high promise of reversing such a trend.

To be relevant, counselor education and guidance and counseling programs, like all learning, must be derived from need. A practical starting point is that identified and outlined by developmental psychologies but from a broader base than in the past (Briskin, 1974; Enright, 1975; Flavell, 1974; Kohlberg, 1971; Kohlberg, 1973; Loevinger, 1966 and 1970 with Wessler; Piaget, 1970; Selman, 1971, 1974 and Super, 1957). Each theory is often an elaboration of a single component contained in more general developmental theories (Erickson, 1950; Havighurst, 1953) and include the following areas of human development: cognitive, social, moral, ego, career, etc. The 1975 Yearbook of the National Society for the Study of Education (Havighurst & Dreyer, 1975) focuses upon a revision of developmental states to include a new description of the "youth" stage extending approximately from age 15 to 24 years of age. Major themes during this stage include tension between self and society, refusal of socialization and acculturation; youth-specific identities and roles, high value upon movement and change, and formation of youth countercultures. Such a concept of "prolongation of adolescence" has implications for youth and society as well, particularly educational planners.

Kohlberg and Mayer (1972) (in a Plato-Hegel-Dewey-Piaget tradition) maintain that the aim of education ought to be personal development derived from cognitive-developmental stage theory:

> Cognitive development, which is defined as change in cognitive structures, is assumed to depend on experience. (It) is a dialogue between the child's cognitive structures and the structures of the environment. Further, the theory emphasizes that the core of development is not the unfolding of instincts, emotions, or sensorimotor patterns, but instead is cognitive change in distinctively human, general patterns of thinking about the self and

> world. The child's relation to his social environment is cognitive; it involves thought and symbolic interaction . . . This position (progressive ideology) rejects traditional standards and value-relativism in favor of ethical universals. Further, it recognizes that value universals are ethical principles formulated and justified by the method of philosophy, not simply by the method of psychology. The ethical liberal position favors the active stimulation of the development of these principles in children (to a more developed stage) . . . Rational ethical principles, not the values of parents or culture, are the final value-abritraters in defining educational aims. Such principles may call for consultation with parents, community, and children in formulating aims, but they do not warrant making them final judges of aims . . . Intellectual education in the progressive view is not merely a transmission of information and intellectual skills, it is the communication of patterns and methods of "scientific" reflection and inquiry. These patterns correspond to higher stages of logical reasoning, Piaget's formal operations (pp. 457, 473, 475).

Counselors, to be more relevant and accountable, must be prepared to offer counseling, psychological education, consultation, etc., to meet, developmental needs, preferably through regular validation of effort by field testing and evaluation of procedures to determine if the process is working both in counselor education and programs in the schools. Our own recent Minnesota guidance research indicates that counselors *can* be trained to impact important developmental needs: communication skills with adolescents (Sprinthall, 1975); ego development (Erickson, 1975; Sprinthall, 1975) moral development (Erickson, 1975; Sprinthall, 1975); tolerance of others (Mize, 1972; Warnygora & Smaby, 1975); rights and roles of women (Erickson, 1975); sex knowledge and values (James & Gum, 1975); career aspects (Miller, 1974); occupational values (Mahonen & Tamminen, 1975); group process and team consultation with teachers (Nesset, 1975; Wirgau, 1975). Alschuler (1973) has developed procedures to facilitate achievement motivation in adolescents.

Another guideline suggested from the study is that while counselors may be together on role concepts and counselor tasks and even in fairly high agreement with their counselor educators there is often considerable discrepancy between these professionals and the teachers and administrators in the schools where the counselors work. Efforts need to be directed toward bringing these various groups closer together on their perceptions and expectations of the counselor. This is especially needed in those areas where there is evidence of role conflict such as the counselor offering consultation relative to the psychological aspects of the classroom for teachers, and consultation with administrators regarding school climate and organizational aspects which inhibit student growth. Schools and teachers can become more sensitive to human relations if the importance of school climate and pupil-teacher interaction is recognized and administrative commitment made to make the school a more democratic learning institution (Blocher, Dustin & Dugan, 1971; Dinkmeyer & Carlson, 1973; McDill & Rigsby, 1973; Sinclair, 1973; Schmuck & Schmuck, 1974; Schmuck & Schmuck, 1971; Schmuck & Runkel, 1970; Sprinthall, 1971). A recent study of Minnesota's human relations training for teachers certainly supports the notion that teachers need and want help in taking psychological concepts learned in workshops and applying them in the classroom and the school (Comstock, 1974). There is evidence that counselors and others can be effective in this regard (Boerger & Sandess, 1973; Haversack & Perrin, 1973; Holdahl et al., 1974) including similar development of skills and attitudes with parents (Berger & Haversack, 1973; Campion, 1973; Holdahl & Miller, 1975).

These competencies are not developed in all Minnesota counselor education institutions. Most of the work to date in these areas in Minnesota have been in CEP No. 3 and CEP No. 4 and the positive evidence to date from this study and other research suggests that incorporation of these concepts and methods into counselor education in general and counseling and guidance programs would serve developmental needs of students, teachers, and parents more appropriately than traditional approaches. If schools were devoted to these ends, violence and vandalism in the schools might not be a national problem. Resources used to enhance personal development would no doubt do much to prevent the need to consider the establishment or expansion of security personnel in schools to keep the lid on violence as is currently the case in Congress (Bayh, 1975). Little or no consideration seems to be directed to the enhancement of individuals or the causes of violence—interest seems to be in how to contain and control students—hardly a worthy aim of education.

Recommendations

1) In order to keep counselor education programs relevant and to assist recently employed counselors in implementing role models and be effective psychological workers additional research should focus on the influence of on-site consultation, especially *structured* approaches by counselor educators and particularly during the first year of employment.
2) To make secondary counselor education models more relevant especially in terms of a better balance between developmental and remedial needs, increased program effort should be directed toward the role of the counselor as a *consultant* to teachers, parents, and administration in making the school more positive and facilitative. Personal enhancement through developmental opportunities not only permits children

and youth to grow in ways that are natural to them and non-inhibiting to others, but prevents hard-to-change maladaptive behavior from occurring in the first place.

3) To make secondary guidance programs more relevant and more effective across a larger number of students relative to personal development, counselor education programs should increase substantially counselor training in psychological education through group procedures, especially in classrooms.

4) Counselor competence in counseling and communication skills, including staff development, should be improved where needed through increased efforts in this area. This may necessitate the utilization of more structured learning modes with each important communication skill.

5) Counselor education appears to provide little in any organized way on how to assist students systematically with career decision-making, goal setting, career explorations, etc. For career guidance to have any relevance, more attention needs to be given to developing more *effective* methods and procedures of applying career development theory in practice through individual and group procedures.

6) The theoretical base of counselor education programs should be broadened where needed to permit the integration of a variety of developmental theories (cognitive, ego, moral, career, social, etc.), all of which appears to have high potential for facilitating personal development in children and youth.

7) To assure counselor education relevance, each program component should not only be derived from developmental psychology, as in 6 above, but the competencies developed during training should be validated through ongoing research in the schools as to their capacity, to have impact upon desirable outcome variables.

8) In order to gain secondary teachers' and administrators' understanding and support of consultation as a counselor role concept, efforts need to be directed to acquainting these professional groups through in-service activities, conferences, etc. of the need for and benefits from such use of counselor time and effort.

9) To achieve full professional status, psychological workers in counselor education and school guidance and counseling programs must give recognition to the need for more *structure* in guidance at all points and the usefulness of *accountability* procedures to validate practices and revise the components in the system where needed.

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Appendix A

Counselor Education Program Objectives (With Reference to Guidance Attitude Differential)

OBJECTIVES OF COUNSELOR EDUCATION PROGRAM NO. 1
(With Reference to Guidance Attitude Differential)

OBJECTIVE	GUIDANCE ATTITUDE DIFFERENTIAL
1. Consultee demonstrates sensitivity, warmth, and emphatic understanding in his/her relationships with clients and staff.	1. GAD # Relationship Self-Awareness Subjective Sensitivity
2. The consultee exhibits skill in counseling with individuals and groups.	2. GAD # Counseling Rationale Group Counseling Flexibility Stability
3. The consultee exhibits skill in the use of informational sources in assisting clients with personal, educational and vocational development.	3. GAD # Information Counseling
4. The consultee meets periodically with teachers and provides background information for them for use in career development units in the classroom.	4. GAD # Teacher Consultation Counseling Rationale Test Interpretation Mobility

5. The consultee exhibits skill in selecting, evaluating, and interpreting appropriate appraisal devices for use in the total guidance program.	5. GAD # Test Interpretation Appraisal Program Statistical Procedures Research Information Counseling
6. The consultee exhibits skill in utilizing effective procedures in placement and follow-up activity.	6. GAD # Information Counseling Mobility
7. The consultee exhibits skill in using and interpreting research data in evaluating effectiveness of his/her services.	7. GAD # Research Familiarity Statistical Procedures Research
8. The consultee exhibits skill in consulting with significant persons in the life of his/her clients.	8. GAD # Teacher Consultation Information Counseling Mobility
9. The consultee demonstrates a genuine commitment to his/her profession and to the clients that he/she serves.	9. GAD # Professional Commitment

OBJECTIVES OF COUNSELOR EDUCATION PROGRAM NO. 2
(With Reference to Guidance Attitude Differential)

OBJECTIVE	GUIDANCE ATTITUDE DIFFERENTIAL
1. Trainees are encouraged to join and participate in professional counseling activities.	1. GAD # Professional Affiliation Counseling Philosophy and Rationale Professional Training
2. By means of course work and interaction with professional staff, trainees should develop knowledge, understanding, and professional attitude toward the educational setting in which he/she will work and toward related "helping" community agencies.	2. GAD # Knowledge of Educational Community Structure Effective Communications Counseling Philosophy and Rationale
3. By means of course work and interaction with professional staff, trainees should develop knowledge, understanding, and professional attitude and skills needed to relate effectively with youth and to develop "systems" within the educational setting which will help youth.	3. GAD # Counselor Activities Student Relationships Counseling Philosophy and Rationale
4. By means of course work and interaction with professional staff, trainees should learn to work with "significant others" (teachers, parents, etc.) for the welfare of individual youth as well as for the total welfare.	4. GAD # Teacher/Parent Involvement Knowledge of Educational Community Structure Effective Communications

5. By means of course work and interaction with professional staff, trainees should learn to communicate more effectively, both orally and in writing.	5. GAD # Student Relationships Effective Communications
6. By means of course work and interaction with professional staff, trainees should understand the philosophies and techniques of counseling and should develop his/her own professional respectable skill approach in using these techniques to help individuals.	6. GAD # Ethics Student Relationships
7. By means of course work and interaction with professional staff, trainees should understand the philosophies and techniques of group counseling and should develop his/her own professionally respectable skill approach in using these techniques to help individuals.	7. GAD # Ethics Group Counseling
8. By means of course work and interaction with professional staff, trainees should develop a high degree of understanding and skill in helping youth with those problems which are the particular concern and purpose of the secondary school: educational and vocational choice problems.	8. GAD # Educational/Vocational Counseling
9. By means of course work and interaction with professional staff, trainees should develop a high skill in the meaningful use of appropriate appraisal methods to help youth achieve a greater degree of self-understanding.	9. GAD # Testing

Table 2–Continued

OBJECTIVE	GUIDANCE ATTITUDE DIFFERENTIAL
10. By means of course work and interaction with professional staff to develop an understanding and sophisticated appreciation of professional research and to approach his/her work with a "research oriented" as well as a "humanistic" attitude.	10. GAD # Research Orientation
11. By means of course work and interaction with professional staff, to develop a professional enthusiasm for the work of the counselor.	11. GAD # Counseling Philosophy and Rationale
12. By means of course work and interaction with professional staff, to practice ethical professional principles in both his/her work and his/her private life.	12. GAD # Ethics

OBJECTIVES OF COUNSELOR EDUCATION PROGRAM NO. 3
(With Reference to Guidance Attitude Differential)

OBJECTIVE	GUIDANCE ATTITUDE DIFFERENTIAL
1. The counselor functions as a psychological consultant to the school to promote the psychosocial development of individuals in that organization.	1. GAD # Consultant (as the concept "consultant" is important to this model, one may visualize it as occurring with each GAD item).
2. The counselor conducts interviews with individuals of various socioeconomic, cultural and/or ethnic backgrounds in which he/she develops working relationships, accumulates and uses information in the management of the case.	2. GAD # Counseling Skills
3. The counselor draws upon career development theory, showing familiarity with sources of educational and vocational information and knowledge of post high school educational and other personal growth opportunities, and utilizing community resources in consultations with students, teachers, and parents.	3. GAD # Career Development
4. The counselor selects, administers and interprets tests using a variety of assessment procedures to help students explore and/or select a vocation.	4. GAD # Testing

5. The counselor utilizes relevant research methodology to investigate a behavioral, organizational or psychological problem.	5. GAD # Research
6. The counselor designs, manages and evaluates at least one novel learning experience to help students cope with curricular or extracurricular student concerns.	6. GAD # Learning Experience
7. The counselor conducts a series of group sessions with persons from the school population.	7. GAD # Group Counseling
8. The counselor assembles assessment information, maintains functional records including test data, anecdotal records, etc., and communicates to others in written or oral psychological reports.	8. GAD # Student Information
9. The counselor maintains the ethical standards of his/her profession.	9. GAD # Ethical Standards
10. The counselor demonstrates that he/she can recognize his/her own limitations by referring to and using other professionals where appropriate.	10. GAD # Referrals
11. The counselor evidences commitment for continuing professional growth and reads and utilizes research literature relevant to counseling in order to define his/her role and improve his/her competence.	11. GAD # Professional Growth

OBJECTIVES OF COUNSELOR EDUCATION PROGRAM NO. 4
(With Reference to Guidance Attitude Differential)

OBJECTIVE	GUIDANCE ATTITUDE DIFFERENTIAL
1. Cognitive Area: Counselor trainee demonstrate an adequate knowledge of theoretical literature and research findings as measured by a final written comprehensive examination in the following content areas: Statistical methods, pupil personnel services, counseling procedures, tests and measurements, personality development and mental hygiene, human learning, methods of research, occupational information, group procedures, adolescent development, and other electives in Sociology, Anthropology, Philosophy of Education.	1. GAD # Cognitive Area (presumed to be met if the student is graduated from the training program with satisfactory grades, approval of the faculty, etc.)
2. Student Appraisal Area: Counselor trainee demonstrates his/her competence in the use of appraisal methods in the following ways: a) Counselor is able to evaluate and select appropriate tests or use as needed. Demonstrates this by explaining how and when he/she would use tests selected randomly from his/her file.	2. GAD # Student Appraisal

CEP No. 4—Continued

OBJECTIVE	GUIDANCE ATTITUDE DIFFERENTIAL
b) Counselor is able to select, use, and interpret tests appropriately in counseling with individuals. Demonstrates this by explaining why and how and what point tests were used in cases selected randomly from his/her counseling file.	
c) Counselor is able to provide appropriate in-service training for teachers in the use, interpretation, and limitations of tests. Demonstrates this with actual training sessions.	
d) Counselor follows ethical principles in all test uses, and particularly in giving out test information. Demonstrates by indicating what kind of information he/she gives out to whom, and how it is done.	
e) Counselor is able to utilize various formal and informal assessment techniques such as rating scales, anecdotal records and sociometric instruments and use the information in counseling.	
f) Counselor, when the need is apparent, demonstrates the ability to design a research project, gathers and evaluates the data, and produces a report which can be read and understood by the other counselors, school personnel and interested laymen.	

3. Counseling Skills for Individual and Group Counseling: The trainee demonstrates his/her skills in counseling adolescents individually or in groups by being able to accomplish the following as and when necessary:

- a) Develop a relationship with his/her clients which is characterized by genuineness (authenticity), and nonpossessive warmth
- b) Correctly identify the feelings expressed by the client (empathy)
- c) Be concrete and specific in his/her communications to the client
- d) Promote self-exploration in the client
- e) Help the client to make plans for the utilization of his/her resources and environmental opportunities available to him/her
- f) Help the client to deal with immediate problems requiring attention
- g) Help the client to make necessary changes in his/her environment

3. GAD # Counseling Skills

CEP No. 4–Continued

4. Developmental Guidance Area: The counselor trainee will demonstrate his/her competencies in this area in the following ways: a) The student will be able to explain relevance of the developmental task concept for group guidance. b) The student will have developed and acquired a store of developmental guidance experiences for different grade levels. c) The student will have developed and acquired a store of developmental guidance experiences concerning the different developmental tasks of the child. d) The student will be able to recognize the "teachable moment." e) The student will acquire the ability to pinpoint what developmental task to focus upon. f) The student will develop an awareness and sensitivity for the appropriate sequential ordering of developmental guidance units. g) The student develops the skill to create a warm and positive climate that promotes openness to participate and explore feelings.	4. GAD # Developmental Guidance

5. Consultation Objectives:

a) Given the circumstances of a problem involving individual or group behavior either in a classroom or in a home, the guidance trainee must be able to formulate and/or implement a program for remediation consistent with behavior modification principles as promulgated by G. Patterson or O. Lindsley.

b) The guidance trainee must understand that the counseling relationship is one between equals with the focus of the interaction on a problem outside of the consulting situation. He/she will demonstrate this understanding by ending the consulting interview with a statement to the effect that:

(i) "He/she will be glad to consult further
(ii) He/she will demonstrate the plan if asked
(iii) It is up to the consultee to decide what to do next."

c) The guidance worker must be available for consulting. He/she demonstrates this by posting open times.

d) The guidance worker must let teachers know of his/her skills and services. He/she shows this by holding teacher in-service workshops using sample case material or actual teacher cases.

5. GAD # Consultation

CEP No. 4—Continued

e) The guidance worker must recognize what his/her professional competencies and limitations are. He/she demonstrates this by referring all cases with which he/she is not prepared to deal to the proper agency.

f) (Corollary to #5) The guidance worker must offer his/her services in all cases in which he/she is professionally competent and when such services are consistent with a reasonable use of his/her time and energy.

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6. Consulting Function: When called upon or when he/she deems it necessary, the trainee consults with teachers, individually or in groups, on matters relating to

   a) Child/adolescent development—normal and atypical

   b) Dynamics of human behavior

   c) Group dynamics with special reference to classroom groups

   d) Learning climate in classroom and school

   e) Behavior problems of students

   f) Learning difficulties

   g) Use of guidance materials

   h) Development of curricular material with guidance emphasis

   i) Interpretation of test data

   j) School activities program

6. GAD # Cumulative Records
Consultation

When necessary, he/she consults with administrators on matters relating to:

a) School organization
b) School wide testing program
c) Program development
d) Placement of new students
e) Evaluation of programs
f) Interpreting guidance program to the community
g) In-service training of teachers

When necessary, he/she consults with specialists regarding

a) Referrals
b) Disposition of "cases"
c) In-service training of teachers

---

7. Coordinating Function: The trainee demonstrates competence in this area by coordinating the following activities:
   a) Case conferences/referrals to outside agencies
   b) Testing program
   c) Orientation of new students
   d) Information about educational and vocational opportunities

7. GAD # Coordinating Function

CEP No. 4–Continued

8. Human Relations Area: The counselor trainee demonstrates his/her human relations skills in relevant situations in the following ways:

   a) By fostering a democratic climate in his/her work setting

   b) By serving as a model for free and open communication

   c) By being able to work smoothly with people of different backgrounds and values

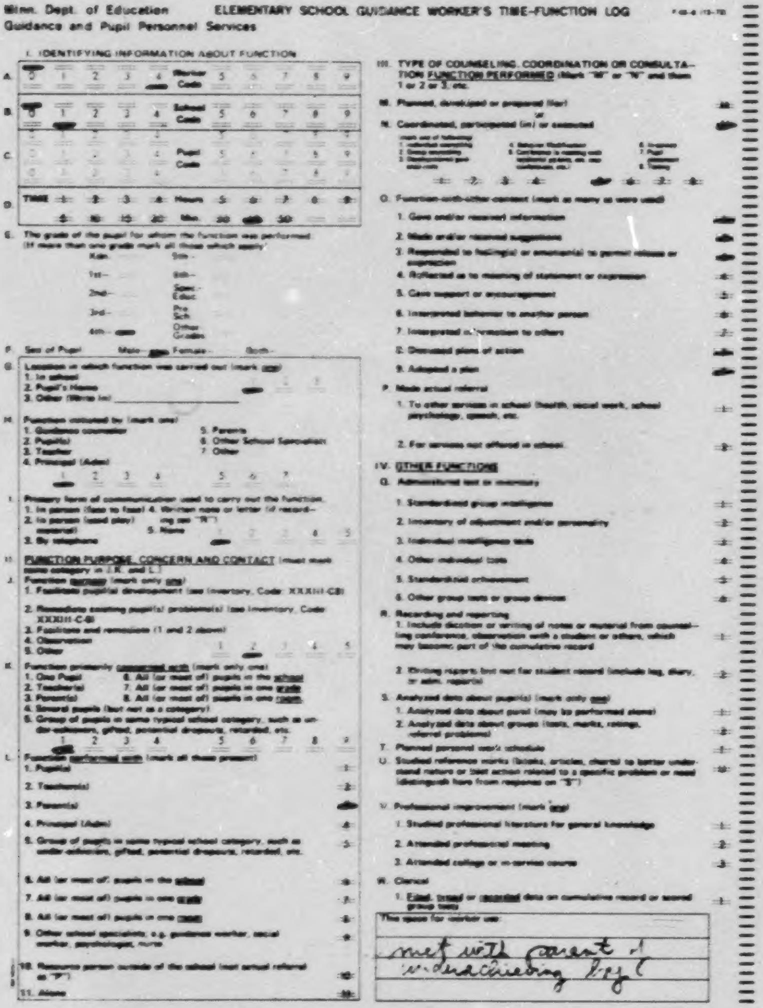
   d) By promoting constructive human relationships in his/her own professional contacts with others

8. GAD # Human Relations

Appendix B

Instruments

Elementary School Counselor's Time-Function Log



Minn. Dept. of Education ELEMENTARY SCHOOL GUIDANCE WORKER'S TIME-FUNCTION LOG [illegible]
Guidance and Pupil Personnel Services

I. IDENTIFYING INFORMATION ABOUT FUNCTION

A. 0 1 2 3 4 Worker Code 5 6 7 8 9

B. 0 1 2 3 4 School Code 5 6 7 8 9

C. 0 1 2 3 4 Pupil Code 5 6 7 8 9

D. TIME 1 2 3 4 Hours 5 6 7 8 9
5 10 15 20 Min. 30 40 50

E. The grade of the pupil for whom the function was performed (If more than one grade mark all those which apply)
Kdn. — 5th —
1st — 6th —
2nd — Spec. Educ. —
3rd — Pre Sch. —
4th — Other Grades —

F. Sex of Pupil Male — Female — Both —

G. Location in which function was carried out (mark one)
1. In school
2. Pupil's Home
3. Other (Write in) ____________
1 2 3

H. Function initiated by (mark one)
1. Guidance counselor
2. Pupil(s)
3. Teacher
4. Principal (Adm)
5. Parents
6. Other School Specialists
7. Other
1 2 3 4 5 6 7

I. Primary form of communication used to carry out the function.
1. In person (face to face)
2. In person (used play material)
3. By telephone
4. Written note or letter (if recording see "R")
5. None
1 2 3 4 5

II. FUNCTION PURPOSE, CONCERN AND CONTACT (must mark some category in J, K, and L)

J. Function purpose (mark only one)
1. Facilitate pupil(s) development (see Inventory, Code: XXXIII-C8)
2. Remediate existing pupil(s) problem(s) (see Inventory, Code: XXXIII-C-8)
3. Facilitate and remediate (1 and 2 above)
4. Observation
5. Other
1 2 3 4 5

K. Function primarily concerned with (mark only one)
1. One Pupil
2. Teacher(s)
3. Parent(s)
4. Several pupils (but not as a category)
5. Group of pupils in same typical school category, such as underachievers, gifted, potential dropouts, retarded, etc.
6. All (or most of) pupils in the school
7. All (or most of) pupils in one grade
8. All (or most of) pupils in one room
1 2 3 4 5 6 7 8 9

L. Function performed with (mark all those present)
1. Pupil(s) 1
2. Teacher(s) 2
3. Parent(s) 3
4. Principal (Adm) 4
5. Group of pupils in same typical school category, such as underachievers, gifted, potential dropouts, retarded, etc. 5
6. All (or most of) pupils in the school 6
7. All (or most of) pupils in one grade 7
8. All (or most of) pupils in one room 8
9. Other school specialists, e.g. guidance worker, social worker, psychologist, nurse 9
10. Resource person outside of the school (not actual referral as "P") 10
11. Alone 11

III. TYPE OF COUNSELING, COORDINATION OR CONSULTATION FUNCTION PERFORMED (Mark "M" or "N" and then 1 or 2 or 3, etc.)

M. Planned, developed or prepared (for) M
or
N. Coordinated, participated (in) or executed N
[illegible]
1 2 3 4 5 6 7 8

O. Function-with-other-content (mark as many as were used)
1. Gave and/or received information 1
2. Made and/or received suggestions 2
3. Responded to feeling(s) or emotion(s) to permit release or expression 3
4. Reflected as to meaning of statement or expression 4
5. Gave support or encouragement 5
6. Interpreted behavior to another person 6
7. Interpreted information to others 7
8. Discussed plans of action 8
9. Adopted a plan 9

P. Made actual referral
1. To other services in school (health, social work, school psychology, speech, etc. 1
2. For services not offered in school 2

IV. OTHER FUNCTIONS

Q. Administered test or inventory
1. Standardized group intelligence 1
2. Inventory of adjustment and/or personality 2
3. Individual intelligence tests 3
4. Other individual tests 4
5. Standardized achievement 5
6. Other group tests or group devices 6

R. Recording and reporting
1. Include dictation or writing of notes or material from counseling conference, observation with a student or others, which may become part of the cumulative record 1
2. Writing reports but not for student record (include log, diary, or adm. reports) 2

S. Analyzed data about pupil(s) (mark only one)
1. Analyzed data about pupil (may be performed alone) 1
2. Analyzed data about groups (tests, marks, ratings, referral problems) 2

T. Planned personal work schedule T

U. Studied reference works (books, articles, charts) to better understand nature or best action related to a specific problem or need (distinguish here from response on "S") U

V. Professional improvement (mark one)
1. Studied professional literature for general knowledge 1
2. Attended professional meeting 2
3. Attended college or in-service course 3

W. Clerical
1. Filed, typed or recorded data on cumulative record or scored group tests 1

This space for worker use:

met with parent of
underachieving boy

Directions for Completing
Elementary School Guidance Worker's Function Log
F43-6(11-67)

1. Your Worker Code (A) number to be used for study purposes is ________. Please use it on each log sheet you fill out; it identifies you as the counselor and will be used in reporting the results to you later.

2. For each log sheet fill in the *School Code* (B). The number assigned to your school for the project is ________.

3. Ignore Pupil Code (C). This datum will *not* be collected.

4. PART I - deals with general *identifying information*. This can be filled in rather quickly. In marking *Time* (D) if you round off the minutes (say you spent 25 minutes and marked 30 minutes on the log) it will be necessary to compensate the next time and check the shorter time otherwise consistent 'over' or 'under' marking will throw off the total time spent working.

   PART II - is related to the *purpose* of the contact you have made on behalf of a person. Use *page one* of the *Developmental Inventory* (Code: XXXIII-C-8) as a general guide for marking J-1 *Facilitating Pupil Development*. Use *page two* of the Inventory as a guide in marking J-2 *Remediate Existing Pupil Problem*.

   Examples:

   a) A counselor using his familiarity with child development literature (Havighurst-Developmental Needs) presents a developmental unit (learning to relate to peers) in the classroom. The *purpose* of this function would be coded as a developmental one (J-1) performed in a classroom.

   b) A counselor consulting with a teacher about a child who is consistently out of his seat discusses a behavior modification plan would code the *purpose* of this function as remedial (J-2).

   c) A counselor leading a discussion in the classroom on "How to establish and maintain friendships" which is a developmental need but was initiated as a result of a referral from the teacher who reported several children in her room complain of not having friends is serving a combination *remedial and developmental purpose* (J-3).

   PART III - is concerned with the type of *counseling, coordination,* or *consultation* performed with others.

PART IV - pertains to other functions you may perform some of which are not really guidance-type functions; but mark them if you do them. We need to know as precisely as possible how you spend your time.

Caution:

If you perform several functions (individual counseling, teacher contact, and parent contact) all separately but for the same child you would fill out three log sheets.

5. After the *sample day* has been selected, please fill out a function log sheet on *every* function performed during that day. Complete the log sheet *immediately* after *each* and *every* function performed (telephone call, counseling with pupil or consultation with teachers, etc.) otherwise they might pile up and some functions may never get coded.

6. After coding the last function for the sample day on a function log sheet, place all function log sheets coded for the day in a self-addressed envelope and return to Counselor Education Research Project, Pupil Personnel Services Section, State Department of Education, Capitol Square Building, St. Paul, MN 55101. *Caution:* The sheets must be mailed flat otherwise they cannot be processed by the 1232 Card-Punching IBM Machine.

7. You will receive a report of your *function profile* as part of the study.

8. The attached function log sample indicates that guidance worker *04* (A) performed the following:

   consulted with the parents of a *4th grade boy* in the guidance *office* for 40 minutes. They talked about the boy's *lack of achievement in subject matter,* (remediation). The worker used a variety of techniques (0) in the process of helping and they talked about some things both of them (school and home) could do (0-9). Other related information has been coded accordingly.

9. If you have any questions, please call (collect) 612-221-2832.

10. To establish consistency at the beginning please write in the lower right hand corner in a few words what it was you did (see attached sample). Your coding will be checked against this statement to make sure you understand the instructions.

State Department of Education
Pupil Personnel Services Section
Code: XXXIII-C-8
Developmental Inventory

Pupil Name____________________
Teacher_______________________
Room_________________________
Counselor_____________________

Teacher Judgment About Individual Development

Directions: This is a suggested method for identifying individual needs based on a developmental framework. The second part pertains more to identifying those individuals who may need referral or remedial assistance. The guidance worker, the teacher, and others hopefully working with this additional information can be more effective in facilitating individual development.

Beginning with the first person on your class list, rate each individual on each group of behaviors or characteristics using the six point scale. The elementary guidance worker will meet with you later to discuss what might be done to help each individual develop as a whole person.

Always	Usually	Sometimes	Seldom	Never	Don't Know	
___	___	___	___	___	___	*Attitudes Toward Self and Learning* Views himself in a positive way. Shows some awareness of his aptitudes, things he can do well. Responds to learning as though it makes him feel adequate. Shows enthusiasm toward learning activities—being with classmates.
___	___	___	___	___	___	*Relationship With Others* Is accepted by others. Shows concern for the needs, problems and feelings of others. Accepts the role of the teacher. Leads or follows (circle one) socially desirable goals.
___	___	___	___	___	___	*Communication Skills* Talks and/or writes to others about what he thinks, feels or knows.
___	___	___	___	___	___	*Learning Skills* Is able to keep attention on work tasks. Uses his knowledge and experiences to identify alternatives or find solutions to day to day problems. Contributes in ways that make class activities more interesting, varied and meaningful. (For example: brings in materials, relates personal experiences to activities; suggests ideas, plans or solutions.)

Teacher Judgment - (Con't.)

Tries out new things; puts ideas or things into new combinations. (Creativity may be seen in any subject matter area, in social, athletic, industrial and fine arts areas. Examples are: making up a poem, art object, melody, story, chart, design, model, a solution to a social problem, a new football play.)

Always	Usually	Sometimes	Seldom	Never	Don't Know	
						The Arts Appreciates poetry, music, art, drama, stories.
						Health and Recreation Practices basic principles of health. Displays skill, understanding and interest in recreational pursuits.

BEHAVIOR CHARACTERISTICS WHICH INHIBIT DEVELOPMENT

(Rate students only on those which apply)

Always	Usually	Sometimes	Seldom	Don't Know	
					Has Trouble With Learning Does not generally experience success. Has difficulty following teacher directions or instructions. Hands in inaccurate or inadequate written work because he does not review or check work. Gives up when faced with a difficulty without trying to find a solution.
					Has Difficulty With Peer Relationships Blows up, becomes excited, and loses self-control when unable to do what he wants to do. Disobeys or rebels against authority (teachers, rules, regulations). Gets into fights or quarrels with other pupils. Overly aggressive, physically attacks, or is punitive to peers. Has to be coaxed or forced to work or play with others.

Teacher Judgment - (Con't.)

Always	Usually	Sometimes	Seldom	Don't Know	
					Deficient in Physical Well Being and/or Parental Support

Appears to be physically weak or undernourished.
Rarely has money or food for lunch.
Comes to school inappropriately dressed for the weather.
Wears clothes which are dirty, in ill repair, or ill fitting.
Uncorrected physical deficiencies such as: cavities in teeth or poor vision.
Marked handicap in speech, sight, hearing, limbs, mental ability, and/or other coordination.
Comes to school with untended sores or lesions.
Parents do not respond to school requests for conferences.
Not permitted to attend extra-curricular activities of schools, such as circus, symphony, etc.

Always	Usually	Sometimes	Seldom	Don't Know	
					Other Symptoms (mostly emotional)

Becomes upset or sick when forced with a difficult school problem or situation.
Daydreams and/or withdraws from association with peers.
Is unhappy or depressed.
Makes unusual or inappropriate responses during normal school activities.
Overly concerned with cleanliness, toilet activities or sexual activity.

SUMMARY JUDGMENT

Counselor and/or Teacher Comments, Plans or Suggestions

TO: Elementary School Counselors on the Research Project

FROM: Dr. G. Dean Miller
Dr. Jon D. Boller

DATE: February 16, 1972

Logs

The second batch of log sheets have been sent out with numbered envelopes to correspond to the day being sampled. This is a revised log with N-4 now indicated as "Behavior Modification." An orientation type of function performed with pupils should be logged under "developmental guidance units, N-3."

The *numbers* and *letters* are a little larger than the earlier log sheet so I hope this is easier to complete.

If you need more log sheets please call collect (612) 296-2832.

Definitions of Function Purpose

Remedial function purpose is one which aims to treat, correct, or solve some situation which inhibits or blocks growth. Working on a parent-child, teacher-child or peer conflict is logged as a remedial purpose. Disruptive behavior in the classroom would demand remedial attention. Counseling and behavior modification would almost always be used in serving a remedial purpose. Serving someone outside the main stream is a remedial purpose.

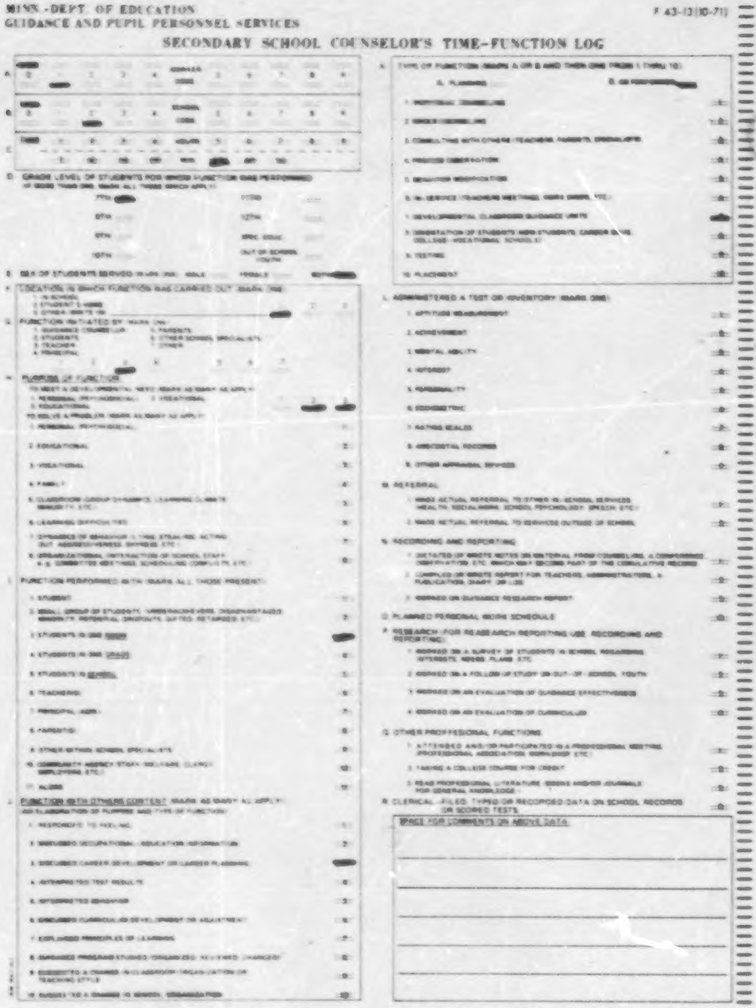
Facilitative function purpose is one based on the knowledge of child development or learning theory which points up certain developmental needs. Planning and conducting activities to serve a developmental need is logged as a facilitative purpose.

Combination remedial and facilitative. Referrals based on a problem but the treatment recommended is combined to solve not only the immediate problem but to accommodate the developmental needs of many children is serving a combination purpose, J-3.

Working with a teacher or a parent to deal not only with present disruptive behavior in a single child but to handle early signs of such behavior in other children they work with is logged combination of remedial and facilitative, J-3.

As one tapers off a counseling relationship there is a point where the child is no longer really dependent upon the counselor but needs only an occasional supportive contact. This is logged as a combination purpose, J-3.

Secondary School Counselor's Time-Function Log



MINN.-DEPT. OF EDUCATION
GUIDANCE AND PUPIL PERSONNEL SERVICES

F 43-13(10-71)

SECONDARY SCHOOL COUNSELOR'S TIME-FUNCTION LOG

Counselor Education Research Project
Minnesota Department of Education
Pupil Personnel Services Section
Capitol Square Bldg., St. Paul, MN 55101

Directions for Completing
Secondary School Counselor's Time-Function Log
F43-13(10-71)

A Your *Worker Code* (A) number to be used for study purposes is ________. Please use it on each log sheet you fill out; it identifies you as the person who performed the function and will be used in reporting the summary results to you later.

B For each log sheet the *School Code* (B) is also filled in and the number assigned to your school for the project is ________.

C In marking *Time (C)* if you round off the minutes (say you spent 25 minutes and marked 30 minutes on the log) it will be necessary to compensate the next time and check the lesser time otherwise consistent 'over' or 'under' marking will throw off the total time spent working.

D & E *Grade level* and *sex* of students are coded in these two areas on the log sheet.

F through J In the shaded portion of the log sheet explain important components of the function performed:

Code the *location* where function was performed in F.
Code who *initiated* the function in G.
Code the *purpose* in H; please note that purpose is divided into two kinds, *developmental* (personal, educational & vocational) and *problem* centered (personal, educational, vocational, family, etc.)

Examples:

A counselor assisting a student with career choice would be serving a developmental need primarily *vocational* in nature. If career choice *and* educational plans were discussed both *educational and vocational* would be coded under "To Meet a Developmental Need."

A counselor helping a student with typical adolescent concern about personal identity with some anxiety would be coded under "To Meet a *Developmental* Need" as *personal.*

Serving a student who displays anxiety over a tense interpersonal family conflict would be coded under "To Solve a *Problem*" as *personal.*

Consulting with a teacher who asks for suggestions about managing her class would be coded 5 "*Classroom*" under "To Solve a Problem." On the otherhand, if the counselor does inservice to upgrade teacher group skills generally, say for several teachers, such a function purpose would be coded under "To Meet a Developmental Need" as *educational.* In other words, the intention is to enhance present teacher group skills rather than providing help in coping with a genuine conflict currently present between the teacher and one or two students who are undermining her management of the group.

I Code those who were actually present when the function was performed. Meeting with a "student" would be coded I-1; meeting with "students in a room" *and* "teacher" was present, code both I-3 and I-8. Meeting with students in small groups would be coded "Small Group of Students" (I-2).

J Code under the appropriate category here what went on during the time when the function was performed, i.e. "responded to feelings," (J-1) "discussed career development" (J-3), etc. Mark more than one if appropriate.

K The Type of Function is subdivided into two parts, A "Planning" and B "Performed." Preparing for some activity in advance e.g. a group meeting with teachers would be coded K-A "Planning." Performing a function at the meeting itself would be coded K-B "Performed."

Additional coding under this category is necessary. The sub-categories all concern the *method* used by the counselor in performing (or planning) the function, "individual counseling," "consulting with others," etc. Mark the appropriate method used when the function was carried out.

L Through R The remaining functions on the Log sheets are performed less frequently than the others and therefore placed in the last section of the sheet. Most of them are self-explanatory and usually performed "alone" (I-11).

Space for Comments on Above Data. This box with lines is provided for initial use of the log sheets to assure consistent coding of data about the function performed. During the early days of the study write in a few words just what the function was about after coding it on the same sheet. The coding marks will be checked against the remarks to make sure the function was accurately coded. Meeting a parent regarding her son who is failing might be written as "met with parent about failing son." Meeting with the principal about staff morale might be written as "met with principal about staff morale."

Example: The attached log sheet is filled out to show that Counselor *01* in School *02* spent *30* minutes with a *7th* grade classroom at the teacher's request to discuss an *educational & vocational* developmental need (H) of career development.

DATE: 1/27/72

TO: Counselors Participating in Research Project
FROM: Dr. G. Dean MIller
Dr. Jon D. Boller
SUBJECT: Time-Function Log Sheets

Just a word to report that the log sheets are being completed in a more consistent manner than in the beginning. I want to repeat what I have already mentioned on the phone to many of you to assure general understanding.

1. Code the function components in terms of the *primary* aspects of the function. The log sheets identifies the major aspects of the function not everything that takes place.

2. The *Purpose of the Function* (H) must be coded *Developmental* or *Solving a Problem* but not both.

A problem is where a conflict exists, for example; between parent and child, teacher and student or the individual rejects himself to the extent it interfers with normal functioning. An individual is discouraged, anxious, withdrawn, or depresesd to the extent it interfers with normal functioning is coded as a problem. A student dropping out of school or wants to drop out is a problem. A failing or underachieving student is a problem. A student with high expectations and extremely low achievement is a problem. A school with limited curriculum offerings is a problem.

Meeting developmental needs (personal, educational and vocational) would include career planning, course selection, post high vocational-educational planning, test interpretation, etc. Seeking self-identity clarification accompanied with some anxiety but not interfering with normal functioning is developmental.

3. Non-guidance activities like lunch room superviser, substitute teaching, checking a class list for errors, etc. should be logged under clerical (R). In the analysis we will include these other examples.

4. If on a log day you go on a field trip or a professional meeting which lasts all day please select another more typical day to log. If the project consultant is in the school on a log day choose another day.

5. It is important to log *each* function performed otherwise the 15% sample of working days will not be representative of your actual working day. Number of functions performed and total time spent working will be important variables to examine in the study.

6. A printout of how you spend time across the various purposes, types of functions performed, content of activity, average time per function, sex served, grade level served, etc. will be provided for your information at the end of this year and next year.

7. A question has been raised about the postage (average 20¢ per mailing) required to send in the log sheets. I have requisitioned 8¢ stamps in sufficient amount to supply each school with about $5.00 worth. As soon as I receive them I will send them to you.

We appreciate all you are doing on behalf of the profession but the results should have important implications in your school as well. Keep in touch, if there are any questions (call 612-221-2832 collect).

December 9, 1971
TO: Counselor Education Project Counselors
FROM: Dr. G. Dean Miller
Dr. Jon D. Boller

We are at the point where we can begin to collect counselor time-function data with the Time-Function Log.

Enclosed please find a supply of log sheets and the directions including *your code number* and your *school's code number.*

Please fill out log sheets on the sample days and return in the envelope provided at the *end of each day sampled.*

The log sheets will be processed with the IBM 1232 Scanner and cards will be punched directly. It will therefore be necessary to use a *#2 pencil* in filling out the log otherwise the cards will not be properly punched.

SAMPLE DAYS

We want to sample 15% of the time remaining this year. Mark the following days on your calendar and fill out log sheets for these days:

January, 1972	7, 14, 18, 28
February, 1972	1, 3, 4, 10, 14, 16, 23, 25
March, 1972	3, 9, 10, 16, 22, 27
April, 1972	5, 10, 18, 20
May, 1972	1, 3, 5, 8

TO: Counselor Education Project Counselors September, 1972
FROM: Dr. G. Dean Miller
Dr. Jon D. Boller

We are at the point where we can begin to collect counselor time-function data with the Time-Function Log.

Enclosed please find a supply of log sheets and the directions including *your code number* and your *school's code number.*

Please fill out log sheets on the sample days and return in the envelope provided at the *end of each day sampled.*

The log sheets will be processed with the IBM 1232 Scanner and cards will be punched directly. It will therefore be necessary to use a *#2 pencil* in filling out the log otherwise the cards will not be properly punched.

SAMPLE DAYS

We want to sample 15% of the time remaining this year. Mark the following days on your calendar and fill out log sheets for these days:

September	28
October	12, 23, 24, 30
November	2, 21, 28
December	4, 12, 15
January	8, 18, 29
February	12, 13, 20
March	5, 8, 29
April	9, 12, 23, 27
May	10, 23

TO: Project Consultants
FROM: Dr. G. Dean Miller
SUBJECT: Counselor's Time-Function Log

Enclosed please find the time-function log categories which I have developed from the five lists of program objectives.

The time-function log is being designed to collect data relevant for all of the five models. In the *per cent of time column* indicate for each function in *your* model the percent of time you estimate should be spent performing that task. Some functions will be blank for your program since they do not apply to your model. Pages 3-4 combined should total 100.

The actual mark-sense log sheet lay-out will be designed and printed from the function data described in this draft. It takes six to eight weeks to get the actual form printed so *please return right away.*

Enc.

Guidance Attitude Differential

Instructions: The purpose of this questionnaire is to measure the *meanings* of certain counseling activities by having you judge them against a series of descriptive scales. These activities (with accompanying definitions) are tasks Minnesota graduated counselors are currently trained to perform. We are not concerned with whether or not you think counselors actually do these things; rather we are interested in *your personal evaluation* of these defined activities.

Please make your judgments on the basis of what these concepts mean to *you!*

On each page you will find 4 different activities to be judged, and beneath these a set of 6 scales. You are to rate each activity on each of these six scales. Here is how you are to use these scales:

> If you feel strongly about the activity (as defined—and please judge according to the given definition) you should place your check mark in the space as follows:

GOOD ▬ ═ ═ ═ ═ ═ ═ BAD

(or)

GOOD ═ ═ ═ ═ ═ ═ ▬ BAD

> If you feel less strongly about the defined activity you should place your check mark as follows:

GOOD ═ ▬ ═ ═ ═ ═ ═ BAD

(or)

GOOD ═ ═ ═ ═ ═ ▬ ═ BAD

> You should check one of the remaining spaces if you feel less sure about the activity, and the "neutral" space if you are totally undecided. The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

IMPORTANT:
1. (1) place your check marks in the middle of the space, not on the boundaries; use a No. 2 pencil.
2. (2) be sure you check every scaled item for every activity.
3. (3) never put more than one check mark on a single item.

Sometimes you may feel as though you've had the same item before on the preceding pages. This will not be the case, so don't bother to look back. Do not try to remember how you checked similar items on other pages. Make each item a separate and independent judgment. Remember—it is your first impression, the immediate feelings about the defined activity, that we want. On the other hand, please do not be careless, because we want your true impressions.

CEP No. 1

GUIDANCE ATTITUDE DIFFERENTIAL

CEP No. 1

NAME

01

0 1 2 3 4 COUNSELOR CODE 5 6 7 8 9	☐ T ☐ A ☐ S ☐ C ☐ CE 1 2 3 4 5 COLLEGE
0 1 2 3 4 QUESTION CODE 5 6 7 8 9	1 2 GROUP 1 2 3 4 TEST

1 2 3 4 5

RELATIONSHIP: (counselor demonstrates genuineness, empathy, warmth and caring, and sensitivity of communication in his interpersonal relationships with students, staff and parents).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

GROUP COUNSELING: (counselor effectively uses group counseling techniques where appropriate in the total guidance program).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

FLEXIBILITY: (the counselor demonstrates flexibility with respect to his school's needs and demands on his time).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

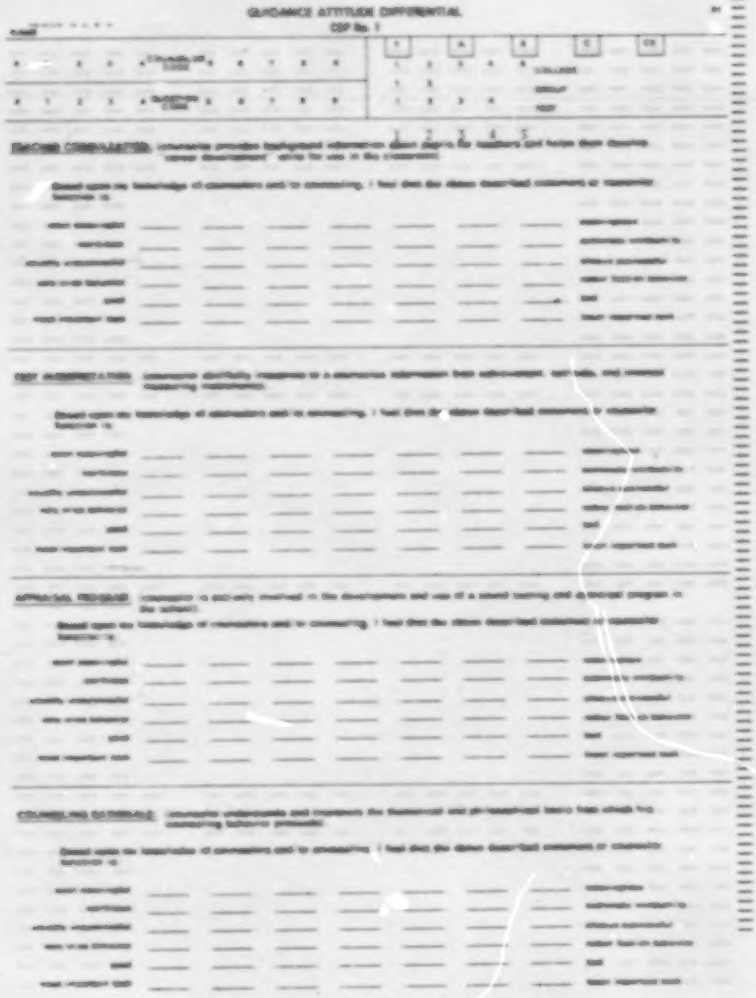
most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

STABILITY: (counselor exhibits mature judgment and appropriate self-control in stressful situations).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

CEP No. 1 (Con't.)



GUIDANCE ATTITUDE DIFFERENTIAL

CEP No. 1

CEP No. 1 (Con't.)

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 1

0	1	2	3	4	COUNSELOR CODE	5	6	7	8	9	T		A		B	C	CB
											1	2	3	4	5	COLLEGE	
0	1	2	3	4	QUESTION CODE	5	6	7	8	9	1	2				GROUP	
											1	2	3	4		TEST	

1 2 3 4 5

COUNSELOR COMMITMENT: (counselor demonstrates a commitment to his client and to the school a need for growth or assuming personal responsibility)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ____ ____ ____ ____ ____ ____ ____ meaningless
worthless ____ ____ ____ ____ ____ ____ ____ extremely worthwhile
usually unsuccessful ____ ____ ____ ____ ____ ____ ____ always successful
very wise behavior ____ ____ ____ ____ ____ ____ ____ rather foolish behavior
good ____ ____ ____ ____ ____ ____ ____ bad
high important task ____ ____ ____ ____ ____ ____ ____ least important task

---

RESEARCH: (counselor constantly interprets and reports results of research in professionally oriented journals)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ____ ____ ____ ____ ____ ____ ____ meaningless
worthless ____ ____ ____ ____ ____ ____ ____ extremely worthwhile
usually unsuccessful ____ ____ ____ ____ ____ ____ ____ always successful
very wise behavior ____ ____ ____ ____ ____ ____ ____ rather foolish behavior
good ____ ____ ____ ____ ____ ____ ____ bad
high important task ____ ____ ____ ____ ____ ____ ____ least important task

---

SUBJECTIVE SENSITIVITY: (counselor responds accurately and sensitively to his client's verbal and non-verbal cognitive and affective behavior)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ____ ____ ____ ____ ____ ____ ____ meaningless
worthless ____ ____ ____ ____ ____ ____ ____ extremely worthwhile
usually unsuccessful ____ ____ ____ ____ ____ ____ ____ always successful
very wise behavior ____ ____ ____ ____ ____ ____ ____ rather foolish behavior
good ____ ____ ____ ____ ____ ____ ____ bad
high important task ____ ____ ____ ____ ____ ____ ____ least important task

---

INFORMATION COUNSELING: (counselor actively seeks or interprets educational-occupational information resources and uses these in counseling and guidance)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ____ ____ ____ ____ ____ ____ ____ meaningless
worthless ____ ____ ____ ____ ____ ____ ____ extremely worthwhile
usually unsuccessful ____ ____ ____ ____ ____ ____ ____ always successful
very wise behavior ____ ____ ____ ____ ____ ____ ____ rather foolish behavior
good ____ ____ ____ ____ ____ ____ ____ bad
high important task ____ ____ ____ ____ ____ ____ ____ least important task

CEP No. 1 (Con't.)

GUIDANCE ATTITUDE DIFFERENTIAL

CEP No. 1

NAME ________ 01

0 1 2 3 4 COUNSELOR CODE 5 6 7 8 9	T		A		B	C		CE		
	1	2	3	4	5	COLLEGE				
	1	2				GROUP				
0 1 2 3 4 QUESTION CODE 5 6 7 8 9	1	2	3	4		TEST				

1 2 3 4 5

RESEARCH FAMILIARITY: (counselor accurately interprets and reports results of research in professionally accepted journals).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful _____ _____ _____ _____ _____ _____ _____ meaningless
worthless _____ _____ _____ _____ _____ _____ _____ extremely worthwhile
usually unsuccessful _____ _____ _____ _____ _____ _____ _____ always successful
very wise behavior _____ _____ _____ _____ _____ _____ _____ rather foolish behavior
good _____ _____ _____ _____ _____ _____ _____ bad
most important task _____ _____ _____ _____ _____ _____ _____ least important task

---

SELF AWARENESS: (the counselor is in touch with his feelings-aware of his internal frame of reference when dealing with students, staff and parents).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful _____ _____ _____ _____ _____ _____ _____ meaningless
worthless _____ _____ _____ _____ _____ _____ _____ extremely worthwhile
usually unsuccessful _____ _____ _____ _____ _____ _____ _____ always successful
very wise behavior _____ _____ _____ _____ _____ _____ _____ rather foolish behavior
good _____ _____ _____ _____ _____ _____ _____ bad
most important task _____ _____ _____ _____ _____ _____ _____ least important task

---

PROFESSIONAL COMMITMENT: (counselor demonstrates commitment to his profession and to his development with the profession).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful _____ _____ _____ _____ _____ _____ _____ meaningless
worthless _____ _____ _____ _____ _____ _____ _____ extremely worthwhile
usually unsuccessful _____ _____ _____ _____ _____ _____ _____ always successful
very wise behavior _____ _____ _____ _____ _____ _____ _____ rather foolish behavior
good _____ _____ _____ _____ _____ _____ _____ bad
most important task _____ _____ _____ _____ _____ _____ _____ least important task

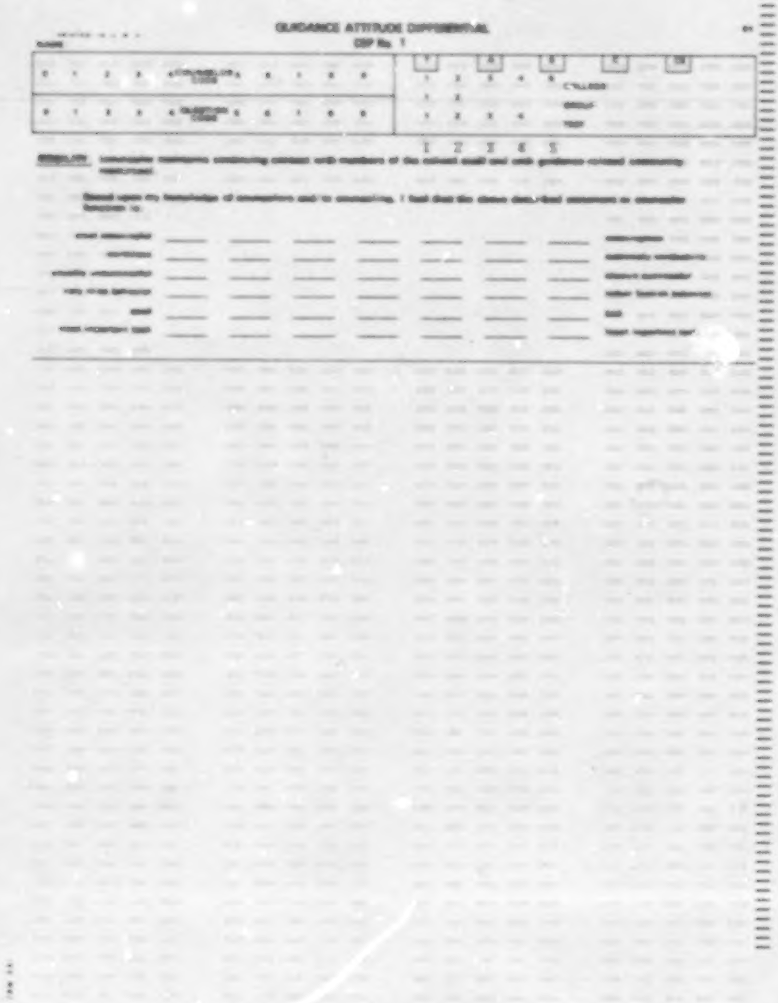
---

STATISTICAL PROCEDURES: (counselor appropriately uses common statistical tests through Chi-Square techniques).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful _____ _____ _____ _____ _____ _____ _____ meaningless
worthless _____ _____ _____ _____ _____ _____ _____ extremely worthwhile
usually unsuccessful _____ _____ _____ _____ _____ _____ _____ always successful
very wise behavior _____ _____ _____ _____ _____ _____ _____ rather foolish behavior
good _____ _____ _____ _____ _____ _____ _____ bad
most important task _____ _____ _____ _____ _____ _____ _____ least important task

CEP No. 1 (Con't.)



GUIDANCE ATTITUDE DIFFERENTIAL

CEP No. 1

CEP No. 2

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 2

NAME

0	1	2	3	4	COUNSELOR CODE	5	6	7	8	9	T		A		B	C	CE
											1	2	3	4	5	COLLEGE	
											1	2				GROUP	
0	1	2	3	4	QUESTION CODE	5	6	7	8	9	1	2	3	4		TEST	

1 2 3 4 5

EFFECTIVE COMMUNICATIONS (counselor will communicate effectively with students, teachers, parents and community concerning the program)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

COUNSELING PHILOSOPHY & RATIONALE (counselor develops rationale for, and professionally respectable approach in using counseling techniques to help students)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

GROUP COUNSELING (counselor has an understanding of group counseling approaches and implements these in group work in the school or community)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

EDUCATIONAL-VOCATIONAL COUNSELING (counselor provides educational-occupational counseling in assisting students with post-high decision making)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

CEP No. 2 (Con't.)

NAME

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 2

02

0 1 2 3 4 COUNSELOR CODE 5 6 7 8 9	T A S C CE 1 2 3 4 5 COLLEGE
0 1 2 3 4 QUESTION CODE 5 6 7 8 9	1 2 GROUP 1 2 3 4 TEST

1 2 3 4 5

KNOWLEDGE OF EDUCATIONAL-COMMUNITY STRUCTURE: (counselor is familiar with, and has working relationship with school personnel and community agencies and facilities)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

---

STUDENT RELATIONSHIPS: (students feel comfortable seeking out the counselor's help and maintain on-going relationship's with the counselor)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

---

TESTING: (counselor skillfully utilizes aptitude, achievement, personality and sociometric instruments in student appraisal and counseling)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

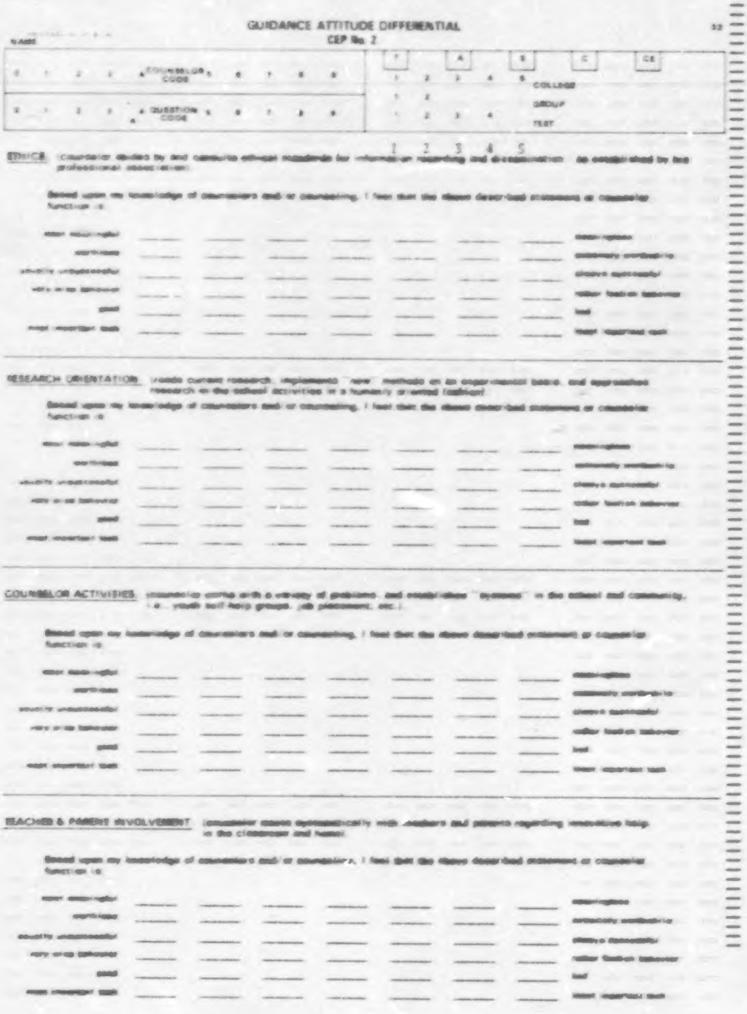
---

PROFESSIONAL AFFILIATION: (counselor joins and participates in professional counseling activities and professional educational associations)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

CEP No. 2 (Con't.)



GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 2

NAME

0 1 2 3 4 COUNSELOR CODE 5 6 7 8 9	T	A	S	C	CS
	1 2 3 4 5	COLLEGE			
0 1 2 3 4 QUESTION CODE 5 6 7 8 9	1 2	GROUP			
	1 2 3 4	TEST			

1 2 3 4 5

ETHICS (counselor abides by and consults ethical standards for information regarding and dissemination - as established by the professional association)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

RESEARCH ORIENTATION (reads current research, implements "new" methods on an experimental basis, and approaches research in the school activities in a humanly oriented fashion)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

COUNSELOR ACTIVITIES (counselor works with a variety of problems, and establishes "systems" in the school and community, i.e., youth self-help groups, job placement, etc.)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

TEACHER & PARENT INVOLVEMENT (counselor meets systematically with teachers and parents regarding innovative help in the classroom and home)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	___	___	___	___	___	___	___	meaningless
worthless	___	___	___	___	___	___	___	extremely worthwhile
usually unsuccessful	___	___	___	___	___	___	___	always successful
very wise behavior	___	___	___	___	___	___	___	rather foolish behavior
good	___	___	___	___	___	___	___	bad
most important task	___	___	___	___	___	___	___	least important task

CEP No. 2 (Con't.)

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 2

NAME

0	1	2	3	4 COUNSELOR CODE 5	6	7	8	9	T 1	2	A 3	4	B 5	C	CR	COLLEGE
									1	2						GROUP
0	1	2	3	4 QUESTION CODE 5	6	7	8	9	1	2	3	4				TEST

PROFESSIONAL TRAINING: [illegible]

[illegible]

[illegible]	___	___	___	___	___	___	___	[illegible]
[illegible]	___	___	___	___	___	___	___	[illegible]
[illegible]	___	___	___	___	___	___	___	[illegible]
[illegible]	___	___	___	___	___	___	___	[illegible]
[illegible]	___	___	___	___	___	___	___	[illegible]
[illegible]	___	___	___	___	___	___	___	[illegible]

CEP No. 3

GUIDANCE ATTITUDE DIFFERENTIAL

CEP No. 3

NAME

0	1	2	3	4 COUNSELOR CODE 5	6	7	8	9	T		A		S	C	CE	
									1	2	3	4	5			COLLEGE
									1	2						GROUP
0	1	2	3	4 QUESTION CODE 5	6	7	8	9	1	2	3	4				TEST

1 2 3 4 5

GROUP COUNSELING. Counselor conducts series of group sessions with persons from the school population.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

ETHICAL STANDARDS. Counselor maintains confidentiality with regard to student's personal counseling history, releasing such information only with the written or expressed consent of the student or the student's parents, where required by law.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

RESEARCH. Counselor utilizes relevant research methodology to investigate a behavioral, organizational, or physiological problem.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

LEARNING EXPERIENCE. Counselor implements programs designed to help students cope with curricular and extracurricular student concerns.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

CEP No. 3 (Con't.)

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 3

NAME 33

0 1 2 3 4 COUNSELOR CODE 5 6 7 8 9	T		A		S	C	CE			
	1	2	3	4	5	COLLEGE				
0 1 2 3 4 QUESTION CODE 5 6 7 8 9	1	2				GROUP				
	1	2	3	4		TEST				

1 2 3 4 5

CAREER DEVELOPMENT: counselor draws upon career development theory, showing familiarity with sources of educational and vocational information and knowledge of post-high school educational and other personal growth opportunities, and utilizing community resources in consultations with students, teachers, and parents.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

TESTING: counselor selects, administers and interprets tests, using a variety of assessment techniques to help students explore and/or select a vocation.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

CONSULTANT: the counselor functions as a psychological consultant to the school to promote the psycho-social development of individuals in that organization.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

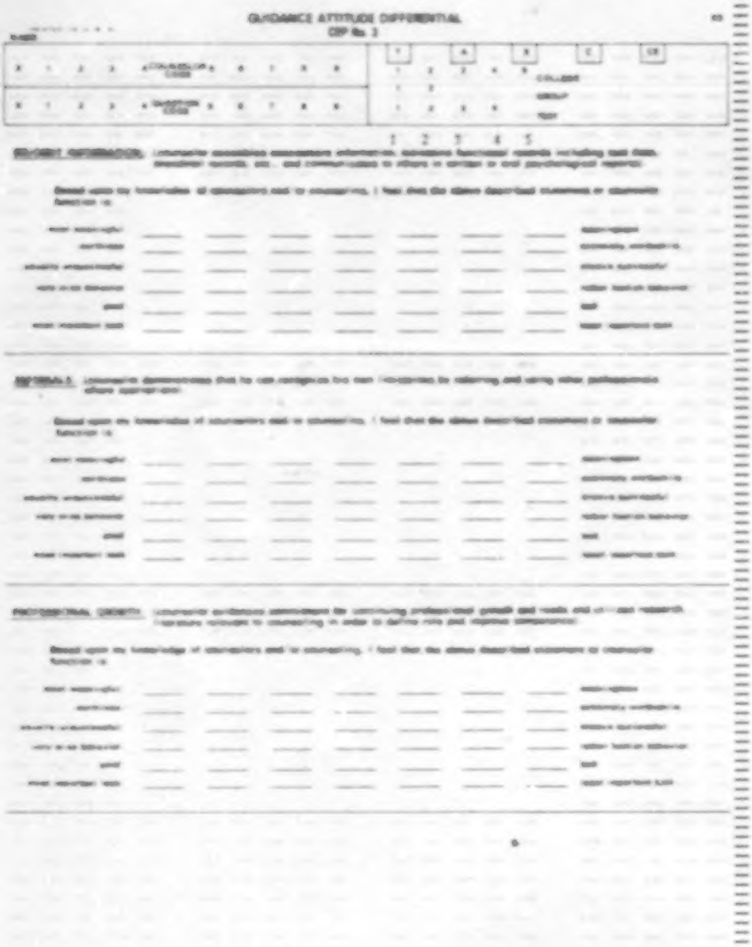
most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

COUNSELING SKILLS: counselor conducts interviews with individuals of various socio-economic, cultural or ethnic backgrounds, in which he develops working relationships, accumulates and uses information in the management of the case.

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

CEP No. 3 (Con't.)



GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 3

CEP No. 4

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 4

NAME

0	1	2	3	4 COUNSELOR CODE 5	6	7	8	9	T		A		S	C	CE	
									1	2	3	4	5			COLLEGE
									1	2						GROUP
0	1	2	3	4 QUESTION CODE 5	6	7	8	9	1	2	3	4				TEST

1 2 3 4 5

CONSULTATION: (formulating and implementing a program of consultation in the classroom consistent with behavior modification principles - and refers cases he is not prepared to deal with to the proper agency).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ___ ___ ___ ___ ___ ___ ___ meaningless
worthless ___ ___ ___ ___ ___ ___ ___ extremely worthwhile
usually unsuccessful ___ ___ ___ ___ ___ ___ ___ always successful
very wise behavior ___ ___ ___ ___ ___ ___ ___ rather foolish behavior
good ___ ___ ___ ___ ___ ___ ___ bad
most important task ___ ___ ___ ___ ___ ___ ___ least important task

---

COORDINATING FUNCTION: (coordinates case conferences, testing program, orientation of new students, referrals to outside agencies, etc.).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ___ ___ ___ ___ ___ ___ ___ meaningless
worthless ___ ___ ___ ___ ___ ___ ___ extremely worthwhile
usually unsuccessful ___ ___ ___ ___ ___ ___ ___ always successful
very wise behavior ___ ___ ___ ___ ___ ___ ___ rather foolish behavior
good ___ ___ ___ ___ ___ ___ ___ bad
most important task ___ ___ ___ ___ ___ ___ ___ least important task

---

COUNSELING SKILLS: (counselor shows skill in developing relationships, correctly identifying feelings expressed, promotes self-exploration, and handling immediate problems requiring attention, with his counselees).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ___ ___ ___ ___ ___ ___ ___ meaningless
worthless ___ ___ ___ ___ ___ ___ ___ extremely worthwhile
usually unsuccessful ___ ___ ___ ___ ___ ___ ___ always successful
very wise behavior ___ ___ ___ ___ ___ ___ ___ rather foolish behavior
good ___ ___ ___ ___ ___ ___ ___ bad
most important task ___ ___ ___ ___ ___ ___ ___ least important task

---

STUDENT APPRAISAL: (counselor selects, uses, and evaluates tests appropriately in counseling interviews and provides feedback to teaching personnel and other faculty).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful ___ ___ ___ ___ ___ ___ ___ meaningless
worthless ___ ___ ___ ___ ___ ___ ___ extremely worthwhile
usually unsuccessful ___ ___ ___ ___ ___ ___ ___ always successful
very wise behavior ___ ___ ___ ___ ___ ___ ___ rather foolish behavior
good ___ ___ ___ ___ ___ ___ ___ bad
most important task ___ ___ ___ ___ ___ ___ ___ least important

CEP No. 4 (Con't.)

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 4

NAME

0	1	2	3	4 COUNSELOR CODE 5	6	7	8	9	T 1	2	A 3	4	S 5	C	CS	COLLEGE
									1	2						GROUP
0	1	2	3	4 QUESTION CODE 5	6	7	8	9	1	2	3	4				TEST

1 2 3 4 5

CUMULATIVE RECORDS (counselor utilizes various assessment techniques - anecdotal records, sociometric data - in counseling interview)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

DEVELOPMENTAL GUIDANCE (counselor will be able to explain the relevance of developmental tasks concept, and have developed a store of Developmental Guidance Experiences for different grade levels)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

ETHICAL STANDARDS (counselor follows ethical principles at all times, and particularly in giving out test information)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

COGNITIVE AREA: (counselor has demonstrated, prior to employment, an adequate knowledge of theoretical literature and research findings in counseling)

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

CEP No. 4 (Con't.)

GUIDANCE ATTITUDE DIFFERENTIAL
CEP No. 4

34

NAME

0	1	2	3	4	COUNSELOR CODE	5	6	7	8	9	T		A		B	C	CE
											1	2	3	4	5	COLLEGE
											1	2				GROUP
0	1	2	3	4	QUESTION CODE	5	6	7	8	9	1	2	3	4		TEST

1 2 3 4 5

HUMAN RELATIONS: (counselor serves as a model for free and open communication, working smoothly with people of different backgrounds and values, and develops a democratic climate in his work setting).

Based upon my knowledge of counselors and/or counseling, I feel that the above described statement or counselor function is:

most meaningful	____	____	____	____	____	____	____	meaningless
worthless	____	____	____	____	____	____	____	extremely worthwhile
usually unsuccessful	____	____	____	____	____	____	____	always successful
very wise behavior	____	____	____	____	____	____	____	rather foolish behavior
good	____	____	____	____	____	____	____	bad
most important task	____	____	____	____	____	____	____	least important task

Counselor Education Research Project
Pupil Personnel Services Section
Minnesota Department of Education
Capitol Square Bldg., St. Paul, MN 55101

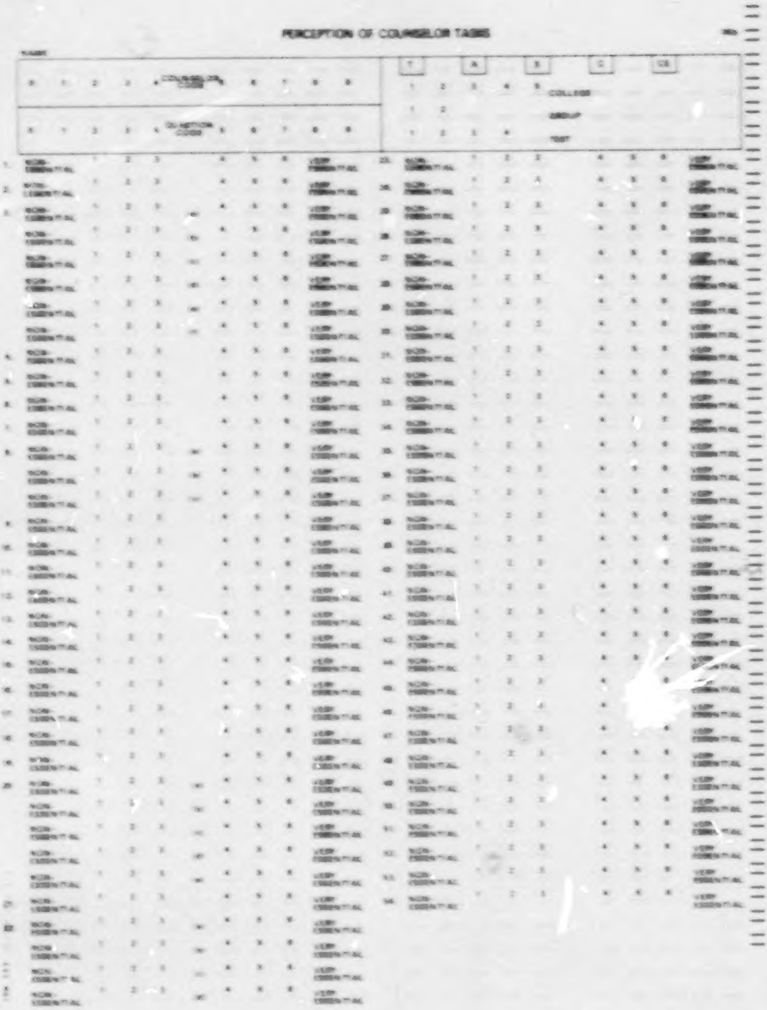
Perception of Counselor Tasks

Each of the statements below have been considered by some to be part of the counselor's role. Indicate your judgment as to the relative importance of each function. To do this, for each item mark on the separate answer sheet (use a #2 pencil) how you feel about each statement. On the six point scale, "1" would indicate you feel this task is *not* an essential counselor duty; at the opposite end of the scale, "6" would indicate you feel this to be an essential part of the counselor's job. You should use the full six points on the scale to show not only the *direction* but the *degree* of your feelings about each statement.

---

1. Helps interpret test scores in such a way so as to enable better teaching, help students, or appropriate planning of study time, etc.
2. Helpful in providing information regarding the use, interpretation and limitations of tests.
3. Helps to assist in the educational process of students by providing information on:
    - (a) gifted students
    - (b) physically handicapped students
    - (c) students with emotional problems
    - (d) students with home problems
    - (e) apparently unmotivated (or underachieving students)
    - (f) other students
4. Makes it clear what kinds of information may be disclosed about students, and what kinds of information he is bound, by ethical considerations, to keep confidential.
5. Helps teachers to understand aspects of normal growth and development through programs, conferences, personal contacts, etc.
6. Concrete and specific in his communications; makes situations clear and unambiguous.
7. Offers suggestions and ideas to help in coping with students who have behavior problems.
8. Helpful in dealing with problems that require immediate attention:
    - (a) classroom (group dynamics, learning climate, minority, etc.)
    - (b) social-personal, emotional, family problems
    - (c) organizational-administrative
9. Places information that is of value to me into student folders.
10. Helpful in promoting personal growth and self-exploration.
11. Provides a resource for the referral of students.
12. Helpful in suggesting ways to make (at times "novel") changes in school-classroom environment.
13. Helps plan students' programs (course selection).

14. Suggests ways in which to develop effective developmental guidance units in the classroom.
15. Helps students learn the skills of getting along with others.
16. Provides help in implementing remedial programs in the classroom.
17. Helps parents understand their children's problems.
18. Involved with school staff persons in the development, organization, and implementation of in-service training programs and/or workshops.
19. Suggests ways in which the guidance program may be helpful to teacher, student, administrator, etc.
20. Provides consultation in dealing with:
    - (a) classroom group dynamics
    - (b) dynamics of child development
    - (c) developing curricula
    - (d) developing or enhancing learning climate in the classroom
    - (e) using guidance materials in the classroom
21. Talks with students and teachers about careers in subject matter area.
22. Provides consultation in the following areas:
    - (a) school organization
    - (b) school-wide testing program
    - (c) program development and evaluation
    - (d) in-service to school staff
23. Give students information about college and/or vocational schools in my subject area.
24. Fosters a "democratic" climate in his/her work setting, serving as a model for open and free communication.
25. Encourages students who show career interest in various areas to study occupational materials.
26. Works smoothly with people of different socio-economic backgrounds.
27. Helps administer standardized tests.
28. Provides information or details of research following-up counseling in the school.
29. Uses test results to plan or modify classroom teaching.
30. Makes it clear what services can be provided by the school counselor.
31. Encourage students to explore their ideas and concerns about dating, marriage, social relationships.
32. Initiates and continues contact with minority or culturally disadvantaged students in the school.
33. Explores with students the opportunities for satisfying the use of leisure time.
34. Helps in providing information regarding use and implementation of career development theory in classroom curriculum planning.
35. Uses information available in the school about individual students in making individualized assignment.
36. Provides "process observation" skills in classroom and in other



PERCEPTION OF COUNSELOR TASKS

"group" situations, e.g., observing class in progress and offering help to teacher.

37. Provides personal information on students (anecdotes, observations) for the cumulative folder or file.

38. Makes timely, helpful, and appropriate referrals.

39. Attends teachers' meetings which take up matters pertaining to guidance, (e.g., adolescent problems, etc.).

Perception of Counselor Tasks (Con't.)

40. Talks with parents about their child who needs help, encouragement, understanding, etc.
41. Is well informed regarding educational and occupational-vocational resources in the school and community, i.e., location of vocational school, etc.
42. Draws attention to other staff members and/or the administration to students who have special talents.
43. Keeps in continuous touch with members of school staff, i.e., what he is doing--what staff is doing.
44. Refers students who need assistance of a psychologist, social worker, etc.
45. Appears to be well-read and up-to-date in his/her profession.
46. Participates in case conferences with teacher and/or others concerning student problems.
47. Has working knowledge of all school staff members, where they are located, and what service they may provide.
48. Draws attention of staff members and/or administration to students who evidence special problems or handicaps.
49. Assists individual students in school programming, course selection, and other school problems.
50. Talks with students about their education and/or vocational plans.
51. Works with individual students who have personal problems.
52. Helps students work toward the more personal or "inner" goals such as gaining self-confidence, clarifying values, improving self-respect, etc.
53. Attempts to help teachers develop a class atmosphere in which students freely express and discuss ideas even when teachers don't agree with their ideas.

Perception of Counselor Questionnaire

(High School Student's Form)

School ____

The statements below tell about some ways that students might feel about their counselor. Please mark each statement to show how you feel about your counselor. Mark each statement on the following scale:

Mark each statement on the following scale:

Mark 5 - If the statement is *very true* (you feel strongly that it is true)
Mark 4 - If the statement is *probably true*
Mark 3 - If you just cannot say about this (use as *little* as possible)
Mark 2 - If the statement is *probably not true*
Mark 1 - If the statement is *definitely not true*

__ 1. He or she respects me (The rest will all use "he," no matter if the counselor is a woman).
__ 2. He tries to see things the way I do and understands how I feel.
__ 3. He pretends to like or understand me more than he really does.
__ 4. His interest in me depends on what I am talking about.
__ 5. He doesn't seem to like me very much.
__ 6. He tells me his opinions more than I want to know them.
__ 7. He is curious about "the way I tick" but not really interested in me as a person.
__ 8. He is interested in knowing how *I* look at things.
__ 9. It seems to bother him when I talk or ask about certain things.
__10. His feeling toward me depends on how I feel toward him.
__11. He likes seeing me.
__12. At times he seems to jump to the conclusion that I feel more strongly about something than I actually do.
__13. It is hard for me to know what he is really like as a person.
__14. He is friendly and warm toward me.
__15. He understandas me.
__16. I feel that I can trust him to level with me.
__17. Sometimes he is warm and friendly; sometimes not so friendly.
__18. He just tolerates or "puts up" with me.
__19. He does not realize how strongly I feel about some of the things we discuss.
__20. There are times when I think that what he says does not show what he really feels.
__21. He hurries me through my business with him.
__22. How I feel about myself makes no difference in the way he feels about me.
__23. I often feel that he has more important things to do when I am talking to him.
__24. At times he seems impatient with me.
__25. He usually understands all of what I say to him.
__26. He seems to regard me as an agreeable person.
__27. Even when I can't say what I mean clearly, he still seems to understand me.
__28. He tries to avoid telling me anything that might upset me.
__29. It seems that things (like the phone) often interrupt us when we're talking.

Counseling Education Research Project
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Capitol Square Building
St. Paul, MN 55101

Student Guidance Questionnaire

Your answers to the following questions will provide, those of us who work with counselors, valuable information about their helpfulness. Please mark your answers by checking (✓) the answer which applies to you and your counselor.

1. I have seen my counselor this year
   A. (__) Never
   B. (__) 1 - 2 times
   C. (__) 3 - 5 times
   D. (__) More than 5 times
2. I would guess that my counseler sees students
   A. (__) Less than ½ hour a day
   B. (__) 2 - 3 hours a day
   C. (__) 4 - 5 hours a day
   D. (__) More than 5 hours a day
3. When I go in for a counseling appointment, I usually can expect to have
   A. (__) Less than 5 minutes available to me
   B. (__) 5 - 15 minutes available to me
   C. (__) More than 15 minutes available to me
   D. (__) More than 30 minutes available to me
4. I expect my counselor to tell me what to do
   A. (__) Always
   B. (__) Usually
   C. (__) Sometimes
   D. (__) Rarely
   E. (__) Never
5. I expect my counselor to help me make my own decisions.
   A. (__) Always
   B. (__) Usually
   C. (__) Sometimes
   D. (__) Rarely
   E. (__) Never
6. I feel that I know more about myself after I talk with my counselor
   A. (__) Always
   B. (__) Usually
   C. (__) Sometimes
   D. (__) Rarely
   E. (__) Never

Student Guidance Questionnaire (Con't.)

7. I seem to have better goals for myself after I have talked to my counselor
   A. (__) Always
   B. (__) Usually
   C. (__) Sometimes
   D. (__) Rarely
   E. (__) Never
8. After talking with my counselor, I see more than one way to deal with my concerns
   A. (__) Always
   B. (__) Usually
   C. (__) Sometimes
   D. (__) Rarely
   E. (__) Never
9. After talking with my counselor, I know more clearly where I stand on matters of right and wrong, and what things are important to me.
   A. (__) Always
   B. (__) Usually
   C. (__) Sometimes
   D. (__) Rarely
   E. (__) Never
10. During this school year I have discussed personal problems with my counselor
    A. (__) Never
    B. (__) 1 - 5 times
    C. (__) Many times
11. My counselor seems to be most concerned about
    A. (__) School dress code
    B. (__) Supervision
    C. (__) Classroom disorder
    D. (__) School social activities
    E. (__) Curriculum
12. To improve communication, one thing my counselor could do is
    A. (__) Visit classes and *observe*
    B. (__) Visit classes and *participate*
    C. (__) Attend more school activities
    D. (__) Visit classes more often *to give information*
    E. (__) Have more small group meetings
    F. (__) Contact my parents more often
13. The items below tell of other ways in which students can be helped by the counselor. Please put a check (√) in the parenthesis at the left for only those items that tell how the counselor in your school has helped you or other students.
    A. (__) Gave or helped me get information about colleges

B. (__) Gave or helped me get information about vocational-technical schools or military training.
C. (__) Explained test scores to me
D. (__) Helped me schedule my classes
E. (__) Helps students get information about jobs in the community
F. (__) Helped me get to know or get oriented to the school
G. (__) Helped me decide on, and make changes in school subjects
H. (__) Helped me plan my total high school programs
I. (__) Helped me better understand my own abilities, interests, and aptitudes
J. (__) Helped me develop better study skills
K. (__) Worked with me trying to decide on a school or college to attend
L. (__) Helps students find part-time or summer jobs
M. (__) Helps graduating seniors find jobs
N. (__) Helped me relate my present classes and my abilities to my future plans following high school (college, vocational-technical school, military, etc.)
O. (__) Helps students who are dropping-out find jobs
P. (__) Works with students who have personal or social concerns such as feeling left out, shyness, nervousness, trouble with the family, etc.
Q. (__) Helps students who are in trouble in school
R. (__) Worked with me in trying to decide on a career
S. (__) Helps students who have been on drugs
T. (__) Helps students by meeting with their parents
U. (__) Helps handicapped students

Counselor Education Research Project
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Sear's Self-Concept

Name ______________________________ Grade ___

Boy ___ Girl ___ School ______________________________

Some boys and girls have thought about the things they do and decided that the items on these pages were helpful in thinking about themselves. This is a chance for you to look at yourself and decide what your strong points are and what your weak points are. This is not a test; we expect everyone to have different answers--so be sure your answers show how you think about *yourself*. Your answers are private and will be kept in confidence.

Read each item and then answer the question: Compared with other boys and girls my age how do I rate now?

Find the line under whatever heading indicates your answer. (The words at the top show what the lines in each column stand for.) Mark an X on that line. Now go right ahead. Work as fast as you like.

	Excellent	Very good	Better than most	OK	Not so good
1. Being good at sports	___	___	___	___	___
2. Learning things rapidly	___	___	___	___	___
3. Making friends easily with my own sex	___	___	___	___	___
4. Having new, original ideas	___	___	___	___	___
5. Getting my school work done on time and not getting behind	___	___	___	___	___
6. Being able to read well	___	___	___	___	___
7. Being a good size and build for my age	___	___	___	___	___
8. Remembering what I've learned	___	___	___	___	___
9. Being willing for others to have their way sometimes	___	___	___	___	___
10. Solving problems in ways others haven't tried	___	___	___	___	___

(Used by permission of the author)

11. Being confident, not shy nor timid ___ ___ ___ ___ ___

12. Knowing how to do math ___ ___ ___ ___ ___

13. Being good at things that require physical skill ___ ___ ___ ___ ___

14. Being a good student ___ ___ ___ ___ ___

15. Being a leader—one to get things started with my own sex ___ ___ ___ ___ ___

16. Thinking up answers to problems—answers no one else has thought of ___ ___ ___ ___ ___

17. Being able to concentrate ___ ___ ___ ___ ___

18. Being interested in science, learning about things that scientists do ___ ___ ___ ___ ___

19. Being attractive, good looking ___ ___ ___ ___ ___

20. Having brains for college ___ ___ ___ ___ ___

21. Making other people feel at ease ___ ___ ___ ___ ___

22. Learning about new things even when other people aren't interested—studying about things on my own ___ ___ ___ ___ ___

23. Getting a lot of fun out of life ___ ___ ___ ___ ___

24. Writing creative stories and poems ___ ___ ___ ___ ___

25. Being a good athlete ___ ___ ___ ___ ___

26. Being able to apply what I've learned ___ ___ ___ ___ ___

27. Having plenty of friends among my own sex ___ ___ ___ ___ ___

28. Seeing new ways of thinking about things and putting ideas together ___ ___ ___ ___ ___

29. Spending most of my time on my work, not goofing off ___ ___ ___ ___ ___

30. Having good handwriting even when I'm hurried ___ ___ ___ ___ ___

Sear's Self-Concept (Con't.)

31. Being not too skinny, not too fat	___	___	___	___	___
32. Having brains	___	___	___	___	___
33. Being sensitive to what others are feeling	___	___	___	___	___
34. Being able to see things in my mind easily when I want to	___	___	___	___	___
35. Being able to change things when they don't suit me	___	___	___	___	___
36. Being able to spell correctly	___	___	___	___	___
37. Enjoying games and sports	___	___	___	___	___
38. Being smart	___	___	___	___	___
39. Being active in social affairs with my own sex	___	___	___	___	___
40. Being interested in new things; excited about all there is to learn	___	___	___	___	___
41. Well organized; having materials ready when needed	___	___	___	___	___
42. Learning about people around the world and being interested in them	___	___	___	___	___
43. Having nice features (nose, eyes, etc.)	___	___	___	___	___
44. Knowing what to do to get the right answer to a problem	___	___	___	___	___
45. Being easy to get along with	___	___	___	___	___
46. Letting my imagination go when I want to	___	___	___	___	___
47. Enjoying myself in school	___	___	___	___	___
48. Doing well in art work, painting, or drawing	___	___	___	___	___

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Perception of Guidance Functions

School ____

Listed below are specific activities associated with the role of the elementary school guidance worker or counselor. Please indicate your frank reaction by checking (√) under each task.

		Very Much So				Not At All
1. Counsel children as needed to help them work through normal problems of growth and development:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___
2. Identify and refer individual children needing services of specialists:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___
3. Help teachers to find and use techniques in the classroom which will meet needs of children for security, affection, and success:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___
4. Interpret pupil data to staff:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___
5. Work with parents individually or in small groups on child development and family communication:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___
6. Help teachers plan and conduct developmental guidance activities in the classroom:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___
7. Help to select tests to meet needs of individual child and the school:	Appropriateness of function	___	___	___	___	___
	Achieved and helpful to me	___	___	___	___	___

Perception of Guidance Functions (Con't.)

8. Coordinate efforts of resource staff in school (social worker, psychologist, nurse, speech correctionists, etc.

Appropriateness of function ____ ____ ____ ____ ____

Achieved and helpful to me ____ ____ ____ ____ ____

9. Assist in appropriate placement of children for learning purposes:

Appropriateness of function ____ ____ ____ ____ ____

Achieved and helpful to me ____ ____ ____ ____ ____

10. Observe classrooms in action and provide teachers with information on individual and group needs, and make suggestions regarding classroom climate, behavior modification, etc.:

Appropriateness of function ____ ____ ____ ____ ____

Achieved and helpful to me ____ ____ ____ ____ ____

11. Act as a resource to teachers in helping them increase human relations skills:

Appropriateness of function ____ ____ ____ ____ ____

Achieved and helpful to me ____ ____ ____ ____ ____

12. Help facilitate parent-teacher conferences:

Appropriateness of function ____ ____ ____ ____ ____

Achieved and helpful to me ____ ____ ____ ____ ____

13. Act as a resource to teachers, individually or in small groups, to talk about learning and child development:

Appropriateness of function ____ ____ ____ ____ ____

Achieved and helpful to me ____ ____ ____ ____ ____

Perception of Counselor Questionnaire
(Elementary School Teacher's Form)

School ____________________

Below are listed a variety of ways that one person may feel or behave in relationship to another person. Please consider each statement with reference to your present relationship with your counselor. Mark each statement according to how strongly you feel that it is true or not true in this relationship. Please mark *every one*. Place mark in 1, 2, 3, 4, or 5 to stand for the following answers:

Mark each statement on the following scale:

Mark 5 - If the statement is *very true* (you feel strongly that it is true)
Mark 4 - If the statement is *probably true*
Mark 3 - If you just cannot say about this (use as *little* as possible)
Mark 2 - If the statement is *probably not true*
Mark 1 - If the statement is *definitely not true*

___ 1. He or she respects me (The rest will all use "he," no matter if the counselor is a woman).
___ 2. He tries to see things the way I do and understands how I feel.
___ 3. He pretends to like or understand me more than he really does.
___ 4. His interest in me depends on what I am talking about.
___ 5. He doesn't seem to like me very much.
___ 6. He tells me his opinions more than I want to know them.
___ 7. He is curious about "the way I tick" but not really interested in me as a person.
___ 8. He is interested in knowing how *I* look at things.
___ 9. It seems to bother him when I talk or ask about certain things.
___10. His feeling toward me depends on how I feel toward him.
___11. He likes seeing me.
___12. At times he seems to jump to the conclusion that I feel more strongly about something than I actually do.
___13. It is hard for me to know what he is really like as a person.
___14. He is friendly and warm toward me.
___15. He understands me.
___16. I feel that I can trust him to level with me.
___17. Sometimes he is warm and friendly; sometimes not so friendly.
___18. He just tolerates or "puts up" with me.
___19. He does not realize how strongly I feel about some of the things we discuss.
___20. There are times when I think that what he says does not show what he really feels.
___21. He hurries me through my business with him.
___22. How I feel about myself makes no difference in the way he feels about me.
___23. I often feel that he has more important things to do when I am talking to him.
___24. At times he seems impatient with me.
___25. He usually understands all of what I say to him.
___26. He seems to regard me as an agreeable person.
___27. Even when I can't say what I mean clearly, he still seems to understand me.
___28. He tries to avoid telling me anything that might upset me.
___29. It seems that things (like the phone) often interrupt us when we're talking.

Rusch DUSO Affectivity Scale - Form L

(Revised 11/23/71)

Part I

1. (eyeglasses) It is O.K. that I do things differently from other people because everyone isn't the same.
I Aa Box yes, or Box no

2. (lamp) I wish I were more like other people.
I Ab Box yes, or Box no

3. (cat) I feel badly when I can't do something right.
I Ba Box yes, or Box no

4. (circle) Everyone thinks and acts differently.
I Bb Box yes, or Box no

5. (shoe) I think that one mistake is just as bad as a lot of mistakes.
I Cb Box yes, or Box no

6. (umbrella) When the other children don't ask me to play, I feel terrible.
I Da Box yes, or Box no

7. (fish) When I grow up, I still might make mistakes.
I Db Box yes, or Box no

8. (chair) When my teacher corrects me, it means I am bad.
I Ea Box yes, or Box no

9. (apple) If my parents don't take me on a trip, it would mean that they don't like me.
I Eb Box yes, or Box no

Part II

1. (tree) I like to share my candy with others because it makes me feel good.
II Aa Box yes, or Box no

2. (house) As long as I get my share, I don't care if the other children do or not.
II Ab Box yes, or Box no

3. (cup) There are a lot of ways to show how much you like a person besides telling that person.
II Ba Box yes, or Box no

4. (bicycle) If another kid does a good job, I like to tell him so.
II Bb Box yes, or Box no

5. (flower) My friends get angry with me when I try to have everything my own way.
II Cb Box yes, or Box no

6. (square) I know I won't be able to do something if I have never done it before.
II Da Box yes, or Box no

Rusch DUSO Affectivity Scale (Con't.)

7. (star) II Dd	I don't like it when my friends play with other children. Box yes, or Box no

Part III

1. (cat) III Aa	I like to keep my room clean because it is my duty. Box yes, or Box no
2. (umbrella) III Ab	It is O.K. if I rush to the head of the line. Box yes, or Box no
3. (eyeglasses) IIIBa	It is easier to get someone to help me if I say please. Box yes, or Box no
4. (tree) III Bb	I like to say bad things about my classmates. Box yes, or Box no
5. (circle) III Da	I think that if all the children clean their desks at the same time the room will really look neat. Box yes, or Box no
6. (fish) III Db	The other children might get angry with me if I forget to clean my desk. Box yes, or Box no

Part IV

1. (flower) IV Aa	I like to make noise when the teacher leaves the room. Box yes, or Box no
2. (lamp) IV Ab	I always do things wrong when I work on my own. Box yes, or Box no
3. (chair) IV Ba	I like to try hard things by myself. Box yes, or Box no
4. (cup) IV Ca	It's always more fun when grown-ups are around. Box yes, or Box no
5. (star) IV Cb	Sometimes it's better if I do things without grown-ups around. Box yes, or Box no
6. (bicycle) IV Da	I feel badly when I don't do the things that I am supposed to do. Box yes, or Box no
7. (shoe) IV Db	If you do something your own way and it doesn't work out, it is wrong to blame others. Box yes, or Box no

Part V

1. (flower) V Aa	Sometimes you should try to do things you are afraid of doing. Box yes, or Box no
2. (house) V Ab	I always need someone to tell me that I should do a good job. Box yes, or Box no
3. (umbrella) V Ba	When I help somebody, I do as little for him as possible. Box yes, or Box no

4. (apple)	Whenever my things are missing, I always think someone has stolen them.
V Bb	Box yes, or Box no
5. (cup)	When doing a job, it is important to plan ahead of time how you will do it.
V Ca	Box yes, or Box no
6. (lamp)	In school I learn all these things that will never do me any good.
V Da	Box yes, or Box no
7. (shoe)	There are a lot of things I learn in school that will help me when I am older.
V Db	Box yes, or Box no
Part VI	
1. (bicycle)	It makes me feel good to get good marks.
VI Aa	Box yes, or Box no
2. (fish)	I think it is important to try to do everything well.
VI Ab	Box yes, or Box no
3. (cat)	I get angry when I do things wrong the first time I try them.
VI Ba	Box yes, or Box no
4. (chair)	Sometimes I try to do things I might not be able to do.
VI Bb	Box yes, or Box no
5. (tree)	I know I can't be best at everything.
VI Ca	Box yes, or Box no
6. (circle)	I like myself the way I am even though I have my faults.
VI Db	Box yes, or Box no
Part VII	
1. (fish)	When things go wrong I get too mixed up to do anything.
VII Aa	Box yes, or Box no
2. (flower)	I know that I have to wait to do some things.
VVI Ba	Box yes, or Box no
3. (umbrella)	When I have to do something hard I get so scared that I make a lot of mistakes.
VVI Ca	Box yes, or Box no
Part VIII	
1. (tree)	I would rather do what I think is right even if my friends think it is wrong.
VIII Aa	Box yes, or Box no
2. (eyeglasses)	Other kids can get me to do things I think are wrong.
VIII Ab	Box yes, or Box no
3. (square)	It is O.K. to be dishonest as long as you don't get caught.
VIII Ba	Box yes, or Box no
4. (house)	I don't care if I cheat when playing games as long as I win.
VIII Ca	Box yes, or Box no

Rusch DUSO Affectivity Scale (Con't.)

5. (cup) VIII Cb	Everyone should be given a fair chance to win at a game. Box yes, or Box no
6. (cat) VIII Db	It is O.K. to think that you are better than everyone else. Box yes, or Box no

Other Instruments Used in the Study

In addition to the instruments to be found in this appendix the following instruments were used. The sources for the tests and for norms and other test data are as follows:

1. *Career Maturity Inventory Problem - Solving Subtext*
   By John D. Crites, CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif., 1973.

2. *Schutz's Fundamental Interpersonal Relationship Orientation - Behavior Scale* (FIRO-B)
   Consulting Psychologists Press, Inc., Palo Alto, Calif., 1967.

3. *Eysenck Personality, Inventory*
   By H. J. Eysenck and S. B. G. Eysenck, Educational & Industrial Testing Service, San Diego, Calif., 1968.

4. Hill Interaction Matrix (HIM)
   A Method for Studying Quality of Interaction in Psychotherapy Groups by Ida S. Hill and William F. Hill, 1961.

Appendix C

Additional Data

Table 92

High School Student Guidance Questionnaire

Question 1: "I HAVE SEEN MY COUNSELOR THIS YEAR . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random	X^2
COLLEGE 1	Never 1-2 times 3 or more times	13/12* 20/26 51/43	33/63 20/13 9/2	11/3 30/21 46/36	32/32 27/24 12/4	df = 6 67.65_1** 136.32_2**
	N	84/81	62/78	87/60	71/60	
COLLEGE 2	Never 1-2 times 3 or more times	15/15 23/28 43/38	42/50 27/21 10/7	19/11 19/31 27/36	38/42 18/26 15/11	44.34_1** 74.89_2**
	N	81/81	79/78	65/78	71/79	
COLLEGE 3	Never 1-2 times 3 or more times	8/12 18/16 31/28	33/41 17/14 7/6	13/16 7/16 30/24	31/55 14/2 8/2	54.80_1** 85.35_2**
	N	57/56	57/61	50/56	53/59	

* 1st year/2nd year.

** Significant at .01 level.

Table 93

High School Student Guidance Questionnaire

Question 2: "I WOULD GUESS THAT MY COUNSELOR SEES STUDENTS . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Less than 1 hour/day	6/5[a]	9/6	7/2	7/5	df = 9
	2-3 hrs/day	14/10	6/15	12/5	15/7	12.46_1
	4-5 hrs/day	32/32	23/37	24/23	28/24	11.37_2
	5 hrs/day	32/34	21/20	43/30	20/24	
	N	84/81	59/78	86/60	70/60	
COLLEGE 2	Less than 1 hour/day	12/10	8/11	3/5	1/5	
	2-3 hrs/day	19/22	23/23	12/17	19/17	18.65_1*
	4-5 hrs/day	26/31	35/32	31/25	27/39	18.47_2*
	5 hrs/day	24/18	13/12	19/31	23/18	
	N	81/81	79/78	65/78	70/79	
COLLEGE 3	Less than 1 hour/day	2/8	3/7	10/12	5/8	
	2-3 hrs/day	8/4	13/15	7/7	16/19	18.12_1*
	4-5 hrs/day	28/26	28/19	21/20	17/23	20.28_2*
	5 hrs/day	18/19	13/20	11/17	11/9	
	N	56/57	57/61	49/56	49/59	

* Significant at .05 level.

[a] 1st year/2nd year.

Table 94
High School Student Guidance Questionnaire
Question 3: "WHEN I GO IN FOR A COUNSELING APPOINTMENT, I USUALLY CAN EXPECT TO HAVE . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Less than 5 min.	22/28	27/33	15/7	20/20	df = 6
	5-15 min.	32/35	18/36	26/24	29/26	23.13_1**
	more than 15 min.	29/18	13/9	46/29	21/14	29.94_2**
	N	83/81	58/78	87/60	70/60	
COLLEGE 2	Less than 5 min.	26/41	36/42	16/26	33/40	
	5-15 min.	26/26	31/29	28/31	21/30	17.24_1**
	more than 15 min.	28/14	10/6	19/21	16/9	15.43_2**
	N	80/81	77/77	63/78	70/79	
COLLEGE 3	Less than 5 min.	14/19	29/35	18/26	21/39	
	5-15 min.	25/30	20/18	19/17	20/18	11.06_1
	More than 15 min.	16/7	6/7	11/12	8/1	22.67_2**
	N	55/56	55/60	48/55	49/58	

* Significant at .05 level.
** Significant at .01 level.

Table 95

High School Student Guidance Questionnaire

Question 4: "I EXPECT MY COUNSELOR TO TELL ME WHAT TO DO . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Always	25/17[*]	18/22	25/24	23/20	df = 6
	Sometimes	39/46	26/38	39/21	34/26	1.12_1
	Rarely	20/18	15/18	23/15	14/14	13.55_2*
	N	84/81	59/78	87/60	71/60	
COLLEGE 2	Always	16/27	22/22	15/20	22/20	
	Sometimes	43/35	42/32	33/38	33/42	4.10_1
	Rarely	21/19	15/22	17/20	14/17	3.45_2
	N	80/81	79/76	65/78	69/79	
COLLEGE 3	Always	16/13	21/21	20/15	13/25	6.85_1
	Sometimes	28/31	22/27	18/23	18/22	
	Rarely	13/13	13/13	10/16	18/12	7.14_2
	N	57/57	56/61	48/54	49/59	

[*] 1 year/2nd year.

* Significant at .05 level.

Table 96

High School Student Guidance Questionnaire

Question 5: "I EXPECT MY COUNSELOR TO HELP ME MAKE MY OWN DECISIONS . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Always	19/12*	10/13	27/13	17/11	df = 9
	Usually	24/18	14/21	19/26	22/29	7.22_1
	Rarely	27/31	24/28	29/18	19/14	24.05_2**
	Never	14/20	11/16	12/3	13/6	
	N	84/81	59/78	87/60	71/60	
COLLEGE 2	Always	15/16	20/18	13/14	15/21	
	Usually	31/20	16/20	24/22	21/25	9.51_1
	Rarely	23/21	24/26	14/20	22/21	
	Never	12/24	19/13	14/22	12/12	9.55_2
	N	81/81	79/77	65/78	70/[illegible]	
COLLEGE 3	Always	12/15	11/15	10/12	14/11	
	Usually	22/17	18/23	16/15	17/22	6.78_1
	Rarely	15/16	20/15	16/13	8/13	
	Never	8/9	8/8	6/15	10/13	6.36_2
	N	57/57	57/61	48/55	49/59	

* 1st year/2nd year.

** Significant at .01 level.

Table 97

High School Student Guidance Questionnaire

Question 6: "I FEEL THAT I KNOW MORE ABOUT MYSELF AFTER I TALK WITH MY COUNSELOR . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Always	10/7*	5/9	20/13	9/7	df = 12
	Usually	30/39	20/23	29/35	22/28	17.13$_1$
	Sometimes	26/19	13/25	24/11	24/21	
	Rarely	9/6	11/8	12/1	12/2	
	Never	9/10	9/13	3/0	3/2	37.67$_2$**
	N	84/81	58/78	88/60	70/60	
COLLEGE 2	Always	8/8	7/2	9/8	5/5	
	Usually	20/15	26/19	25/26	27/27	22.00$_1$**
	Sometimes	27/24	16/30	21/31	28/35	
	Rarely	17/13	16/12	7/5	6/7	
	Never	8/21	13/15	3/8	4/5	28.13$_2$**
	N	80/81	78/78	65/78	70/79	
COLLEGE 3	Always	17/9	6/9	8/9	3/5	
	Usually	14/19	14/19	12/13	14/11	20.24$_1$
	Sometimes	17/16	16/18	12/14	12/26	
	Rarely	3/10	7/9	11/8	11/5	
	Never	6/3	10/5	5/11	8/10	17.10$_2$
	N	57/57	57/60	48/55	48/57	

* 1st year/2nd year.

* Significant at .05 level.

** Significant at .01 level.

Table 98

High School Student Guidance Questionnaire

Question 7: "I SEEM TO HAVE BETTER GOALS FOR MYSELF AFTER I'VE TALKED TO MY COUNSELOR . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Always	14/13*	8/10	22/13	9/13	df = 9
	Usually	36/29	16/33	38/33	31/23	16.37_1
	Sometimes	24/26	19/15	19/14	21/16	23.66_2**
	Rarely	10/13	15/20	8/0	10/8	
	N	84/81	58/78	87/60	71/60	
COLLEGE 2	Always	6/5	14/3	6/7	11/2	
	Usually	26/22	19/21	27/31	25/31	14.65_1
	Sometimes	32/27	22/35	23/29	24/33	
	Rarely	17/27	22/18	9/11	10/13	16.86_2
	N	81/81	77/77	65/78	70/79	
COLLEGE 3	Always	9/8	4/10	8/7	3/3	
	Usually	24/20	18/19	11/13	11/21	13.82_1
	Sometimes	18/18	18/20	18/17	24/18	
	Rarely	6/11	12/11	10/18	11/17	8.83_2
	N	57/57	52/60	47/55	49/59	

* 1st year/2nd year.

** Significant at .01 level.

Table 99

High School Student Guidance Questionnaire

Question 8: "AFTER TALKING WITH MY COUNSELOR, I SEE MORE THAN ONE WAY TO DEAL WITH MY CONCERNS . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Always	13/17[a]	8/9	23/16	14/11	df = 9
	Usually	39/35	26/30	36/40	32/31	15.50_1
	Sometimes/ Rarely	27/22	14/22	26/4	22/15	38.40_2**
	Never	5/17	9/17	2/0	3/3	
	N	84/91	57/78	87/60	71/60	
COLLEGE 2	Always	8/12	10/9	1/17	9/8	
	Usually	35/27	29/22	36/33	34/38	10.89_1
	Sometimes/ Rarely	27/20	22/31	26/22	20/30	
	Never	11/21	16/15	2/6	7/3	30.75_2**
	N	81/80	77/77	65/78	70/79	
COLLEGE 3	Always	12/10	10/8	6/10	4/4	
	Usually	25/29	24/29	19/21	19/21	13.39_1
	Sometimes/ Rarely	19/8	12/16	16/10	23/25	18.92_2*
	Never	1/10	6/7	6/13	3/9	
	N	57/57	52/60	47/54	49/59	

[a] 1st year/2nd year.

* Significant at .05 level.

** Significant at .01 level.

Table 100

High School Student Guidance Questionnaire

Question 9: "AFTER TALKING WITH MY COUNSELOR, I KNOW MORE CLEARLY WHERE I STAND ON MATTERS OF RIGHT AND WRONG, AND WHAT IS IMPORTANT TO ME . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Always	13/15*	7/16	25/15	14/11	df = 9
	Usually	38/35	30/27	37/32	33/32	10.13_1
	Sometimes	19/20	10/18	17/13	13/15	
	Rarely	14/11	11/16	8/0	11/2	22.47_2**
	N	84/81	58/77	87/60	71/60	
COLLEGE 2	Always	8/10	15/3	12/10	13/4	
	Usually	35/24	24/33	25/35	24/38	20.89_1
	Sometimes	23/28	22/24	18/23	27/27	
	Rarely	15/19	17/17	10/9	6/10	15.57_2
	N	81/81	78/77	65/77	70/79	
COLLEGE 3	Always	14/12	13/15	8/8	9/5	
	Usually	28/22	14/23	15/21	12/26	13.77_1
	Sometimes	10/13	16/14	16/12	18/17	
	Rarely	5/10	9/8	7/14	10/10	8.93_2
	N	57/57	52/60	46/55	49/58	

* 1st year/2nd year.

** Significant at .01 level.

Table 101

High School Student Guidance Questionnaire

Question 10: "DURING THIS SCHOOL YEAR I HAVE DISCUSSED PERSONAL PROBLEMS WITH MY COUNSELOR . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Never	30/31*	45/63	30/13	48/36	df = 6
	1-5 times	35/35	17/15	43/35	21/23	47.01_1
	Many times	19/15	0/0	14/12	2/1	64.87_2**
	N	**84/81**	**62/78**	**87/60**	**71/60**	
COLLEGE 2	Never	33/47	52/57	27/38	43/61	
	1-5 times	36/26	25/20	24/31	26/18	27.32_1**
	Many times	12/8	2/1	14/9	2/0	25.20_2**
	N	81/81	79/78	65/78	71/79	
COLLEGE 3	Never	20/20	39/42	19/26	38/48	
	1-5 times	26/28	15/18	20/22	14/10	33.43_1**
	Many times	11/9	1/1	11/8	1/0	38.46_2**
	N	57/57	55/61	50/56	53/58	

* 1st year/2nd year
** Significant at .01 level.

Table 102

High School Student Guidance Questionnaire

Question 11: "MY COUNSELOR SEEMS TO BE MOST CONCERNED ABOUT . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Dress Code	18/17*	14/25	15/13	7/9	df = 9
	Supervision	9/11	5/8	12/2	9/3	10.38_1
	Classroom Disorder	15/13	16/13	16/10	18/12	
	Social Activities					
	Curriculum	33/36	18/28	40/32	35/34	14.29_2
	N	75/77	53/57	83/57	69/58	
COLLEGE 2	Dress Code	10/14	15/11	10/15	14/19	
	Supervision	6/11	5/14	3/5	4/4	3.28_1
	Classroom Disorder	19/20	13/16	15/14	14/12	
	Social Activities					
	Curriculum	40/32	39/31	31/39	36/43	14.96_2
	N	75/77	72/72	59/73	68/78	
COLLEGE 3	Dress Code	9/6	10/12	8/15	6/17	
	Supervision	10/6	5/9	7/8	8/10	6.68_1
	Classroom Disorder	5/16	11/10	11/18	10/16	
	Social Activities					
	Curriculum	25/24	21/27	16/8	18/13	21.76_2**
	N	49/52	47/58	42/49	42/56	

* 1st year/2nd year.

** Significant at .01 level.

Table 103

High School Student Guidance Questionnaire

Question 12: "TO IMPROVE COMMUNICATION ONE THING MY COUNSELOR COULD DO IS . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 1	Visit classes and observe	14/10^a	5/19	11/8	11/10	df = 9
	Visit classes and participate	7/7	11/10	14/6	6/10	8.08_1
	Attend school activities visit class give info.	23/21	18/22	20/9	17/20	
	Small group meetings contact parents	39/41	23/25	37/36	33/18	19.98_2**
	N	83/79	57/76	82/59	67/58	
COLLEGE 2	Visit classes and observe	14/12	24/13	14/11	13/10	
	Visit classes and participate	10/6	13/13	6/10	10/11	10.19_1
	Attend school activities visit class give info.	16/24	15/22	8/19	16/27	
	Small group meetings contact parents	35/35	26/28	33/34	26/29	5.59_2
	N	75/77	78/76	61/74	65/77	

Table 103 (cont.)

High School Student Guidance Questionnaire

Question 12: "TO IMPROVE COMMUNICATION ONE THING MY COUNSELOR COULD DO IS . . ."

(First and Second Year)

	Response	E_1 (counseled)	E_2 (random)	C_1 (counseled)	C_2 (random)	X^2
COLLEGE 3	Visit classes and observe	9/7	9/8	9/5	7/16	
	Visit classes and participate	10/6	12/4	10/5	5/6	7.83_1
	Attend school activities visit class give info.	9/13	15/21	6/15	10/14	
	Small group meetings contact parents	22/26	17/26	20/23	24/19	10.78_2
	N	50/52	53/59	45/48	46/55	

* 1st year/2nd year.

** Significant at .01 level.

Table 104

Total Time Spent Working by Secondary School Counselors During Work Sample, Experimental and Control Groups, Both Years
(In minutes)

CEP No. 1 (N=7)

Counselor	First Year	Second Year
O (E)	3785	9080
P (E)	4120	10,515
Q (E)	1335	9575
R (E)	4615	12,050
AVE. (E)	3464	10,305
S (C)	6280	12,295
T (C)	5355	13,930
U (C)	4465	9020
AVE. (C)	5367	11,748
CEP No. 2 (N=8)		
G (E)	2725	6850
H (E)	3675	8115
I (E)	6380	13,250
J (E)	5575	14,385
AVE. (E)	4589	10,643
K (C)	3495	12,805
L (C)	1520	10,455
M (C)	4320	8750
N (C)	4245	9870
AVE. (C)	3395	10,470
CEP No. 3 (N=6)		
A (E)	5185	12,165
B (E)	4875	11,755
C (E)	4610	12,440
AVE. (E)	4890	12,120
D (C)	5305	13,765
E (C)	3805	8155
F (C)	5390	12,295
AVE. (C)	4833	11,405

Table 105

Total Number of Functions Performed by Secondary School Counselors During Work Sample, Experimental and Control Groups, Both Years

Counselor	First Year	Second Year
CEP No. 1 (N = 7)		
O (E)	135	302
P (E)	119	268
Q (E)	49	263
R (E)	142	357
AVE. (E)	111	297
S (C)	230	402
T (C)	134	436
U (C)	180	388
AVE. (C)	181	408
CEP No. 2 (N = 8)		
G (E)	116	245
H (E)	171	264
I (E)	144	265
J (E)	224	409
AVE. (C)	184	295
K (C)	108	397
L (C)	51	388
M (C)	204	274
N (C)	108	319
AVE. (C)	117	344
CEP No. 3 (N = 6)		
A (E)	252	497
B (E)	116	269
C (E)	147	316
AVE. (E)	171	360
D (C)	182	721
E (C)	115	166
F (C)	142	311
AVE. (C)	148	399

Table 106

Average Time Spent Per Function by Secondary School Counselors on Each Function Performed, Experimental and Control Groups, First and Second Year

(In minutes)

Counselor	First Year	Second Year
CEP No. 1 (N = 7) (In minutes)		
O (E)	28.04	30.07
P (E)	34.62	39.24
Q (E)	27.24	36.41
R (E)	32.50	33.75
AVE. (E)	31.13	34.64
S (C)	27.30	30.58
T (C)	39.96	31.95
U (C)	24.81	23.25
AVE. (C)	32.02	28.59
CEP No. 2 (N = 8)		
G (E)	23.49	27.96
H (E)	21.49	30.74
I (E)	44.31	50.00
J (E)	24.89	35.17
AVE. (E)	28.02	28.75
K (C)	32.36	32.25
L (C)	29.80	26.95
M (C)	21.18	31.93
N (C)	39.31	30.94
AVE. (C)	28.83	36.01
CEP No. 3 (N = 6)		
A (E)	20.58	24.48
B (E)	42.03	43.70
C (E)	31.36	39.37
AVE. (E)	28.49	33.39
D (C)	29.15	19.09
E (C)	33.09	49.13
F (C)	37.96	39.53
AVE. (C)	33.03	33.60

Table 107

Purpose of Functions Performed by Secondary School Counselors, Experimental and Control, First and Second Year

(In per cent)*

Counselor	Year	Developmental Purposes	Remedial Purposes
		CEP No. 1 (N = 7)	
O (E)	1	73.54	26.46
	2	89.73	10.27
P (E)	1	47.06	52.94
	2	63.14	36.86
Q (E)	1	56.52	43.48
	2	74.13	25.87
R (E)	1	39.19	60.81
	2	20.31	79.69
AVE. (E)	1	53.83	46.17
	2	58.08	41.92
S (C)	1	44.54	55.44
	2	34.76	65.24
T (C)	1	38.05	61.95
	2	34.52	65.48
U (C)	1	72.13	27.87
	2	45.02	54.98
AVE. (C)	1	49.82	50.18
	2	36.47	63.53
		CEP No. 2 (N = 8)	
G (E)	1	31.67	68.33
	2	36.97	63.03
H (E)	1	48.13	51.87
	2	56.03	43.97
I (E)	1	65.57	34.43
	2	32.59	67.41
J (E)	1	72.69	27.31
	2	63.61	36.39
AVE. (E)	1	57.04	42.96
	2	46.83	53.17
K (C)	1	88.76	11.24
	2	95.08	4.92

Table 107 (cont.)

Purpose of Functions Performed by Secondary School Counselors, Experimental and Control, First and Second Year

(In per cent)*

Counselor	Year	Developmental Purposes	Remedial Purposes
		CEP No. 2 (N=8) (cont.)	
L (C)	1	8.79	91.21
	2	65.69	34.31
M (C)	1	53.02	46.98
	2	70.33	29.67
N (C)	1	38.60	61.40
	2	70.12	29.88
AVE. (C)	1	57.57	42.43
	2	78.92	21.08
		CEP No. 3 (N=6)	
A (E)	1	66.08	33.92
	2	77.66	13.32
B (E)	1	82.07	17.93
	2	61.81	38.19
C (E)	1	64.35	35.65
	2	77.20	22.80
AVE. (E)	1	71.79	28.21
	2	72.34	27.66
		CEP No. 3 (N=60)	
D (C)	1	11.36	88.64
	2	8.82	91.18
E (C)	1	30.90	69.10
	2	43.85	56.15
F (C)	1	30.90	69.10
	2	54.11	45.89
AVE. (C)	1	22.59	77.41
	2	25.30	74.70

* Per cent of total functions.

Table 108

Type of Functions Performed by Secondary School Counselors, Experimental and Control Groups, First Year

(In per cent)*

Counselor	Counseling**	Developmental Classroom Guidance	Consultation, Process Observation & In-Service	Placement, Registration & Testing
		CEP No. 1 (N = 7)		
O (E)	31.83	12.08	14.26	6.61
P (E)	64.08	3.27	19.42	6.07
Q (E)	27.34	–	20.22	2.62
R (E)	48.97	1.95	18.42	11.48
AVE. (E)	45.29	4.73	17.76	7.68
S (C)	45.94	6.05	24.76	5.26
T (C)	40.71	.93	17.84	8.22
U (C)	22.06	7.95	14.11	8.40
AVE. (C)	41.98	6.43	16.91	6.36
		CEP No. 2 (N = 8)		
G (E)	61.19	–	20.73	–
H (E)	32.79	1.63	25.31	9.93
I (E)	46.71	7.52	12.22	9.64
J (E)	25.56	2.87	11.74	13.18
AVE. (E)	39.67	6.10	15.97	9.35
K (C)	48.07	5.15	24.75	5.58
L (C)	17.76	28.94	10.23	1.97
M (C)	44.46	1.85	10.30	6.13
N (C)	39.57	14.84	11.90	3.06
AVE. (C)	40.86	10.88	14.55	4.56
		CEP No. 3 (N = 6)		
A (E)	34.24	0.96	31.06	3.86
B (E)	42.05	7.49	27.18	1.03
C (E)	39.91	1.08	22.23	0.65
AVE. (E)	38.62	3.17	26.99	1.91
D (C)	35.72	3.86	26.78	6.22
E (C)	59.92	1.31	18.02	–
F (C)	20.33	2.23	21.43	6.87
AVE. (C)	46.75	2.58	23.52	4.83

* Per cent of total counselor time.

** Includes behavior modification.

Table 109

Type of Functions Performed by Secondary School Counselors, Experimental and Control Groups, Second Year

(In per cent)*

Counselor	Counseling**	Developmental Classroom Guidance & Orientation	Consultation, Process Observation, & In-Service	Placement & Testing
		CEP No. 1 (N = 7)		
O (E)	35.35	18.94	12.39	7.60
P (E)	44.03	5.47	26.92	10.27
Q (E)	17.08	13.16	24.91	13.21
R (E)	46.34	6.39	26.49	3.28
AVE. (E)	36.53	10.50	23.08	8.32
S (C)	52.52	4.68	26.63	2.65
T (C)	50.75	3.63	15.68	2.23
U (C)	26.39	3.27	24.84	6.87
AVE. (C)	45.17	4.02	21.58	3.56
		CEP No. 2 (N = 8)		
G (E)	62.04	—	14.96	0.73
H (E)	34.01	2.71	40.85	2.46
I (E)	46.65	6.19	29.47	7.32
J (E)	34.30	8.41	15.23	0.59
AVE. (E)	42.54	5.28	22.48	3.06
K (C)	38.11	19.37	16.83	11.83
L (C)	29.22	2.86	16.69	1.87
M (C)	53.03	2.40	9.94	5.48
N (C)	40.52	7.94	22.54	6.49
AVE. (C)	39.57	8.82	16.41	6.75
		CEP No. 3 (N = 6)		
A (E)	38.64	4.89	30.67	7.44
B (E)	50.87	2.98	24.28	3.15
C (E)	49.36	5.94	36.98	3.14
AVE. (E)	46.26	4.64	33.55	4.58
D (C)	23.47	1.28	29.89	6.61
E (C)	31.51	2.02	39.06	—
F (C)	44.79	9.36	30.46	2.97
AVE. (C)	33.19	4.35	33.03	3.72

* Per cent of total counselor time.

** Includes behavior modification.

Table 110

Time Spent by Secondary School Counselors in Planning Various Types of Functions, Experimental and Control Groups, First Year

(In per cent)*

Counselor	Counseling**	Developmental Classroom Guidance	Consultation Process Observation, & In-Service	Placement & Testing
		CEP No. 1 (N = 7)		
O (E)	0.00	1.45	0.26	0.53
P (E)	0.12	0.00	0.00	0.00
Q (E)	0.00	4.49	0.00	23.22
R (E)	1.73	0.00	0.00	0.00
AVE. (E)	0.61	0.83	0.07	5.08
S (C)	2.47	3.18	1.36	1.28
T (C)	5.23	0.56	0.00	1.49
U (C)	5.83	9.96	3.70	2.35
AVE. (C)	3.59	3.49	2.48	1.37
		CEP No. 2 (N = 8)		
G (E)	0.00	0.00	0.00	0.00
H (E)	0.00	6.12	0.82	2.31
I (E)	0.00	0.00	0.00	1.88
J (E)	0.00	1.43	0.00	0.00
AVE. (E)	0.00	1.66	0.16	1.12
K (C)	0.00	0.00	0.86	0.57
L (C)	0.00	0.00	0.00	0.00
M (C)	1.85	0.00	3.47	1.01
N (C)	0.00	4.48	1.41	0.00
AVE. (C)	0.59	1.40	1.76	0.40
		CEP No. 3 (N = 6)		
A (E)	0.87	0.00	0.10	0.00
B (E)	0.00	0.00	8.93	1.85
C (E)	0.43	4.01	5.83	4.12
AVE. (E)	0.44	1.26	4.84	1.91
D (C)	1.41	2.83	0.94	2.83
E (C)	1.58	0.53	0.26	0.00
F (C)	1.12	4.08	2.78	1.58
AVE. (C)	1.34	2.69	1.45	1.62

* Per cent of total counselor time.

** Includes behavior modification.

Table 111

Time Spent by Secondary School Counselors in Planning Various Types of Functions, Experimental and Control Groups, Second Year

(In per cent)*

Counselor	Counseling**	Developmental Classroom Guidance	Consultation, Process Observation, & In-Service	Placement & Testing
		CEP No. 1 (N=7)		
O (E)	.11	2.04	–	.17
P (E)	–	.38	–	–
Q (E)	2.14	3.76	.52	1.56
R (E)	0.58	.17	.25	.58
AVE. (E)	.91	1.46	.19	.57
S (C)	.77	.40	3.01	.37
T (C)	1.94	2.91	.75	.93
U (C)	2.00	3.49	.89	2.44
AVE. (C)	1.41	2.19	1.77	1.12
		CEP No. 2 (N=8)		
G (E)	1.53	–	1.09	–
H (E)	.74	2.77	–	–
I (E)	–	–	.45	.21
J (E)	–	3.93	–	–
AVE. (E)	.35	1.85	.32	.07
K (C)	.31	.23	.31	.55
L (C)	–	.34	–	–
M (C)	.68	.97	1.83	3.71
N (C)	–	.30	.81	.51
AVE. (C)	.11	.43	.67	1.59
		CEP No. 3 (N=6)		
A (E)	.28	–	2.38	–
B (E)	.26	3.06	.51	–
C (E)	–	.16	–	–
AVE. (E)	12	1.05	.97	–
D (C)	2.11	.07	1.20	3.16
E (C)	13.92	3.07	13.18	–
F (C)	.24	1.10	.49	–
AVE. (C)	5.42	1.02	3.80	1.27

* Per cent of total counselor time.

** Includes behavior modification.

Table 112

Time Spent by Secondary School Counselors Serving Students at Various Grade Levels, Experimental and Control Groups, First and Second Year*

(In per cent)

CEP No. 1 (N = 7)

Counselor	Year	7th	8th	9th	10th	11th	12th	7-8-9	10-11-12	7-12	Other Combinations	Special Education	Out-of-School Youth
O (E)	1	2.95	1.90	0.84	12.03	28.27	41.98	—	—	—	8.86	—	3.16
	2	.07	2.27	10.10	8.31	33.79	28.43	—	.69	—	10.99	0.69	4.67
P (E)	1	—	1.65	0.83	7.15	11.00	61.07	—	—	0.83	7.70	2.48	7.29
	2	3.56	.81	4.43	3.87	22.80	30.84	—	3.16	7.63	12.32	1.12	9.47
Q (E)	1	2.34	83.98	0.39	—	—	—	9.38	—	—	3.91	—	—
	2	23.11	.07	53.32	—	—	—	11.82	—	—	11.69	—	—
R (E)	1	—	—	—	40.68	33.29	6.92	—	1.64	—	13.48	3.99	—
	2	—	—	—	8.03	78.23	0.14	0.74	1.11	—	9.70	1.30	.74
AVE. (E)	1	0.87	10.22	0.48	19.74	21.56	30.39	1.04	0.61	0.26	9.65	2.25	2.94
	2	5.92	.71	14.64	5.23	37.07	14.45	2.74	1.36	2.12	11.11	.85	3.81
S (C)	1	—	0.18	2.49	45.12	23.85	7.18	—	8.47	—	8.84	1.38	2.49
	2	—	.37	2.86	37.63	23.73	18.45	0.09	3.35	—	7.07	4.54	1.88
T (C)	1	5.36	0.06	8.33	17.07	6.72	21.91	—	2.42	—	30.11	—	—
	2	5.54	9.69	12.15	18.27	21.70	19.72	—	0.39	.39	9.55	—	2.60
U (C)	1	—	1.44	6.20	3.46	20.32	31.41	—	1.44	—	30.98	—	4.76
	2	—	2.17	7.76	14.13	14.27	28.74	—	2.10	—	26.22	0.14	4.48
AVE. (C)	1	7.34	7.72	6.21	20.72	14.54	15.29	—	3.88	1.29	20.59	0.48	1.94
	2	2.02	4.22	7.50	24.65	20.61	21.50	.04	1.95	.14	12.79	1.78	2.80

Table 112 (cont.)

Counselor	Year	7th	8th	9th	10th	11th	12th	7-8-9	10-11-12	7-12	Other Combinations	Special Education	Out-of-School Youth
CEP No. 2 (N = 8)													
G (E)	1	40.88	47.94	–	–	–	0.59	–	–	–	9.41	1.18	–
	2	46.99	41.84	–	3.40	0.66	–	–	–	–	7.12	–	–
H (E)	1	7.01	4.34	20.37	17.86	9.68	18.20	3.67	1.50	6.01	10.02	1.34	–
	2	15.47	2.89	15.11	12.58	7.52	15.47	0.87	4.77	2.31	21.55	1.01	.43
I (E)	1	–	–	2.74	10.40	35.66	42.74	–	6.86	–	1.60	–	–
	2	–	–	1.43	11.21	21.41	36.14	–	24.93	–	4.53	–	.36
J (E)	1	–	–	14.50	17.52	27.19	18.73	–	8.46	0	11.78	–	–
	2	–	–	11.94	19.88	19.82	17.23	–	–	–	28.15	0.90	2.08
AVE. (E)	1	7.31	7.63	9.77	12.68	22.21	24.60	0.89	5.05	1.45	7.43	0.48	0.48
	2	11.18	7.34	7.74	12.98	14.28	19.59	.21	8.42	.56	16.33	.52	.85
K (C)	1	–	4.74	2.61	14.54	16.18	39.05	0.65	4.58	4.90	10.46	–	2.29
	2	.93	2.83	5.74	25.99	19.75	30.30	0.13	3.08	1.43	7.72	0.80	1.31
L (C)	1	–	–	31.61	32.64	3.11	18.65	–	–	–	13.47	–	0.52
	2	–	5.03	13.81	8.53	23.61	38.79	–	–	–	8.95	–	1.28
M (C)	1	3.16	3.88	2.73	15.95	18.10	48.13	–	0.86	2.30	4.60	–	0.29
	2	3.61	10.77	4.96	13.47	21.40	23.74	–	2.83	4.04	14.03	–	1.13
N (C)	1	3.61	–	30.46	17.56	34.94	8.26	–	–	–	1.72	0.86	2.58
	2	14.16	3.43	9.27	8.06	24.51	19.56	0.38	8.38	2.73	5.14	–	4.38
AVE. (C)	1	2.07	2.69	13.11	17.53	20.85	31.60	0.19	1.63	2.21	6.34	0.24	1.54
	2	4.53	5.09	7.87	15.82	21.95	27.81	.14	3.75	2.05	8.68	.29	2.01

Table 112 (cont.)

Time Spent by Secondary School Counselors Serving Students at Various Grade Levels, Experimental and Control Groups, First and Second Year*

(In per cent)

Counselor	Year	7th	8th	9th	10th	11th	12th	7-8-9	10-11-12	7-12	Other Combinations	Special Education	Out-of-School Youth
CEP No. 3 (N = 6)													
A (E)	1	–	0.24	17.49	34.87	15.13	15.37	–	13.48	–	3.07	–	0.35
	2	–	–	18.35	20.51	25.44	13.98	–	2.31	–	17.50	0.75	1.16
B (E)	1	9.99	61.94	12.16	1.45	–	–	13.17	–	–	1.30	–	–
	2	4.74	5.22	81.23	–	–	–	7.64	–	–	1.16	–	–
C (E)	1	–	1.59	12.15	10.04	12.95	27.87	0.26	2.38	–	23.65	–	9.11
	2	–	.69	19.84	19.24	22.17	10.09	–	–	–	23.81	–	4.14
AVE (E)	1	3.01	19.27	14.12	16.61	9.85	14.86	4.05	5.75	–	9.33	–	3.14
	2	1.54	1.95	39.28	13.40	16.00	8.03	2.48	.72	–	14.50	.24	1.87
D (C)	1	1.05	1.58	70.69	–	–	–	14.29	–	6.09	6.30	–	–
	2	86.77	1.08	4.50	0.49	0.04	–	7.02	0.09	–	–	–	–
E (C)	1	29.87	25.25	–	–	–	–	–	–	–	5.94	–	38.94**
	2	11.83	8.68	–	–	–	–	–	–	–	17.10	–	62.40**
F (C)	1	–	–	–	46.10	6.18	18.95	–	15.50	–	11.25	0.81	1.22
	2	41.73	22.17	27.22	–	–	–	7.84	–	–	1.04	–	–
AVE (C)	1	7.50	6.60	26.44	17.88	2.40	7.35	5.34	6.01	2.28	8.13	0.31	.40
	2	50.67	10.85	11.74	.18	.02	–	5.50	.03	–	4.82	–	–

*Per cent of total student time.

**This counselor was originally assigned to 7th and 8th grades of an eight year elementary school. This category was used in this case for coding all other elementary grades she served (1-6) and because of this the Ave. (C) per cent does not include this worker's data.

Table 113

Location Where Secondary School Counselors Performed Their Functions, Experimental and Control Groups, First and Second Year

(In per cent)*

Counselor	In-School First	In-School Second	Students' Home First	Students' Home Second	Other Location First	Other Location Second
			CEP No. 1 (N = 7)			
O (E)	94.19	90.53	0.00	0.00	5.81	9.47
P (E)	96.12	92.58	0.00	0.00	3.88	7.42
Q (E)	100.00	90.91	0.00	0.00	0.00	9.09
R (E)	94.15	94.73	2.93	0.75	2.93	4.52
AVE. (E)	95.31	92.37	0.97	0.22	3.72	7.41
S (C)	92.04	91.79	1.43	4.15	6.53	4.07
T (C)	97.76	98.85	0.00	0.00	2.24	1.15
U (C)	92.83	96.84	0.00	0.83	7.17	2.33
AVE. (C)	94.31	95.87	0.47	1.66	5.22	2.47
			CEP No. 2 (N = 8)			
G (E)	100.00	96.93	0.00	0.00	0.00	3.07
H (E)	98.37	100.00	0.00	0.00	1.63	0.00
I (E)	95.77	97.51	0.00	0.00	4.23	2.49
J (E)	94.35	97.08	0.09	0.00	5.56	2.92
AVE. (E)	96.49	97.75	0.03	–	3.49	2.25
K (C)	100.00	97.89	0.00	0.16	0.00	1.95
L (C)	100.00	99.19	0.00	0.00	0.00	0.81
M (C)	97.69	95.20	0.00	1.03	2.31	3.77
N (C)	92.23	91.79	0.00	0.00	7.77	8.21
AVE. (C)	96.83	96.22	0.00	.26	3.17	3.52
			CEP No. 3 (N = 6)			
A (E)	96.91	92.73	0.00	1.11	3.09	6.17
B (E)	93.54	97.49	0.00	1.11	6.46	1.40
C (E)	91.65	92.32	0.00	0.00	8.35	7.68
AVE. (E)	94.14	94.13	0.00	0.73	5.86	5.14
D (C)	100.00	98.18	0.00	1.38	0.00	0.44
E (C)	93.69	75.72	2.37	9.20	3.94	15.08
F (C)	99.54	99.88	0.00	0.12	0.46	0.00
AVE. (C)	98.17	93.44	0.62	2.79	1.21	3.77

*Per cent of total functions performed.

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Table 114

Time Spent by Secondary School Counselors for Various Sexes, Experimental and Control Groups, First and Second Year

(In per cent)*

Counselor	Male		Female		Both	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
			CEP No. 1 (N=7)			
O (E)	31.25	29.30	31.47	22.54	37.28	48.16
P (E)	21.84	26.11	41.84	39.19	36.32	34.71
Q (E)	7.42	20.67	32.81	16.73	59.77	62.60
R (E)	29.52	27.98	30.36	32.68	40.12	39.34
AVE. (E)	24.91	26.18	34.61	29.01	40.47	44.81
S (C)	29.00	32.40	47.12	45.75	23.88	21.84
T (C)	24.52	36.16	40.87	41.42	34.60	22.42
U (C)	17.80	27.62	42.73	26.45	39.47	46.22
AVE. (C)	26.39	32.57	42.99	39.24	30.63	28.19
			CEP No. (N=8)			
G (E)	45.29	30.45	53.53	65.06	1.18	4.49
H (E)	25.99	24.08	26.49	28.27	47.52	47.65
I (E)	27.89	26.42	39.66	35.90	32.46	37.69
J (E)	32.16	27.60	34.45	33.13	33.38	39.28
AVE. (E)	30.95	26.86	36.97	37.84	32.08	35.30
K (C)	40.93	22.03	32.03	23.69	27.05	49.28
L (C)	25.39	43.02	9.33	25.85	65.28	31.14
M (C)	29.25	33.29	50.75	38.56	20.00	28.15
N (C)	24.12	29.53	35.18	28.11	40.70	42.36
AVE. (C)	30.61	30.02	36.99	30.19	32.39	39.80
			CEP No. 3 (N=6)			
A (E)	38.32	29.25	40.72	36.46	20.96	34.29
B (E)	29.43	30.91	45.15	36.40	25.42	32.69
C (E)	5.27	11.48	79.31	55.91	15.42	32.61
AVE. (E)	25.04	23.27	54.56	43.57	20.40	33.16
D (C)	26.42	33.00	30.50	30.84	43.08	36.16
E (C)	38.93	12.25	14.35	21.87	46.72	65.88
F (C)	22.15	24.97	23.51	43.13	54.34	31.91
AVE. (C)	28.02	24.63	23.77	33.06	48.21	42.31

*Per cent of total time with and/or for students.

Table 115

Individuals Who Initiated the Secondary School Guidance Functions, Experimental and Control Groups, First Year*

(In per cent)

Counselor	Counselor	Student	Teacher	Principal	Parent	Other Spec.	Other
CEP No. 1 (N=7)							
O (E)	44.44	24.44	6.67	5.93	2.22	0.74	15.56
P (E)	19.33	68.07	3.36	0.00	3.36	0.00	5.88
Q (E)	42.86	26.53	4.08	10.20	0.00	14.29	2.04
R (E)	20.42	47.89	9.15	16.20	1.41	2.11	2.82
AVE. (E)	29.89	43.82	6.29	8.09	2.02	2.47	7.42
S (C)	22.17	54.35	6.96	5.65	1.30	2.61	6.96
T (C)	40.30	41.04	3.73	5.97	1.49	1.49	5.97
U (C)	26.67	38.33	8.33	12.22	0.00	0.00	14.44
AVE. (C)	27.48	47.85	6.13	8.11	0.83	1.32	8.28
CEP No. 2 (N=8)							
G (E)	41.38	45.69	1.72	2.59	2.59	2.59	3.45
H (E)	60.23	14.04	8.19	1.79	2.34	1.17	12.28
I (E)	28.47	52.78	6.94	4.86	2.08	0.00	4.86
J (E)	21.88	62.95	1.34	4.91	3.13	0.00	5.80
AVE. (E)	36.79	44.89	4.43	3.66	2.60	0.76	6.87
K (C)	25.00	53.70	9.26	1.58	2.78	1.85	5.56
L (C)	70.59	11.76	5.88	3.92	1.96	0.00	5.88
M (C)	43.63	46.08	2.45	3.43	1.47	0.49	2.45
N (C)	43.52	36.11	2.78	7.41	0.00	2.78	7.41
AVE. (C)	42.25	41.83	4.46	4.03	1.49	1.27	4.67
CEP No. 3 (N=6)							
A (E)	50.00	33.73	3.97	1.98	4.37	3.17	2.78
B (E)	55.17	28.45	3.45	8.62	2.59	0.00	1.72
C (E)	28.57	42.86	9.52	4.76	2.72	2.04	9.52
AVE. (E)	45.05	35.15	5.44	4.27	3.50	2.14	4.47
D (C)	46.15	33.52	3.85	4.40	7.14	3.30	1.65
E (C)	31.30	12.17	33.04	6.96	8.70	4.35	3.48
F (C)	30.28	39.44	12.68	6.34	4.93	2.82	3.52
AVE. (C)	37.13	29.84	14.35	5.69	6.83	3.42	2.73

*Per cent of total functions.

Table 116

Individuals Who Initiated the Secondary School Guidance Functions, Experimental and Control Groups, Second Year

(In per cent)*

Counselor	Counselor	Student	Teacher	Principal	Parent	Other Specialist	Other
				CEP No. 1 (N = 7)			
O (E)	44.04	37.42	3.31	3.97	1.32	0.66	9.27
P (E)	12.69	63.43	9.70	1.87	2.99	1.12	8.21
Q (E)	44.49	20.53	2.66	17.11	4.94	8.37	1.90
R (E)	21.57	41.74	8.12	12.32	8.68	3.64	3.92
AVE. (E)	30.34	40.84	6.05	8.91	4.71	3.36	5.80
S (C)	32.84	47.76	5.97	4.48	2.49	1.99	4.48
T (C)	43.35	36.93	5.05	7.11	3.21	1.15	3.21
U (C)	21.13	38.92	10.05	7.99	3.09	1.55	17.27
AVE. (C)	32.87	41.11	6.93	6.53	2.94	1.55	8.08
				CEP No. 2 (N = 8)			
G (E)	43.27	44.90	1.63	0.82	2.86	4.08	2.45
H (E)	48.48	22.35	11.74	4.92	1.89	5.32	5.30
I (E)	24.15	42.26	6.79	3.02	0.75	7.17	15.85
J (E)	61.37	19.07	3.91	8.31	3.91	1.22	2.20
AVE. (E)	46.41	30.35	5.83	4.82	2.54	4.06	6.00
K (C)	27.96	50.13	5.54	3.27	3.02	3.78	6.30
L (C)	60.57	15.72	5.93	11.34	1.80	0.26	4.38
M (C)	46.72	37.23	1.46	6.57	0.73	2.55	4.74
N (C)	36.68	32.29	6.90	9.72	4.70	0.63	9.09
AVE. (C)	42.89	33.74	5.15	7.69	2.61	1.81	6.10
				CEP No. 3 (N = 6)			
A (E)	41.45	34.21	5.43	2.82	2.62	9.05	4.43
B (E)	48.70	35.32	9.67	3.35	1.86	0.37	0.74
C (E)	12.03	54.43	8.86	5.70	7.28	2.85	8.86
AVE. (E)	34.66	40.39	7.49	3.79	3.79	5.08	4.81
D (C)	46.46	18.72	13.18	6.24	8.04	6.38	0.97
E (C)	28.31	13.25	29.52	7.83	4.82	9.04	7.23
F (C)	37.62	31.19	9.65	8.05	6.11	3.22	4.18
AVE. (C)	41.65	21.20	14.52	6.93	7.10	5.93	2.67

*Per cent of total functions.

Table 117

Time Spent by Secondary School Counselors Making Referrals, Experimental and Control Groups, Both Years

(In per cent*)

Counselors	In-School		Outside School	
	First Year	Second Year	First Year	Second Year
	CEP No. 1 (N = 7)			
O (E)	1.19	0.61	–	0.28
P (E)	–	0.57	6.19	1.33
Q (E)	2.25	–	–	0.31
R (E)	1.95	0.62	0.33	0.87
AVE. (E)	1.19	0.46	1.95	0.73
S (C)	0.96	0.49	0.96	0.73
T (C)	–	–	0.28	–
U (C)	–	0.06	–	0.39
AVE. (C)	0.31	0.18	0.39	0.35
	CEP No. 2 (N = 8)			
G (E)	–	1.02	–	0.88
H (E)	0.27	1.05	0.14	1.05
I (E)	0.47	–	–	–
J (E)	0.54	–	–	–
AVE. (E)	0.38	0.36	0.03	0.34
K (C)	–	–	–	–
L (C)	–	0.14	0.33	0.24
M (C)	–	0.34	–	0.17
N (C)	–	0.25	–	–
AVE. (C)	–	0.17	0.04	0.10
	CEP No. 3 (N = 6)			
A (E)	0.87	1.32	1.16	0.45
B (E)	–	–	–	–
C (E)	–	–	2.93	–
AVE. (E)	0.31	0.44	1.33	0.15
D (C)	2.17	1.42	2.64	0.44
E (C)	–	–	3.42	1.84
F (C)	–	1.87	–	0.33
AVE. (C)	0.79	1.24	1.86	0.73

*Percent of total counselor time.

Table 118

Time Spent by Secondary School Counselors in Testing Functions, Experimental and Control Groups, First Year*

(In per cent)

Counselor	Aptitude	Achievement	Mental Ability	Interest	Personality	Sociometric	Rating Scales	Anecdotal Records	Other Appraisal Devices
				CEP No. 1 (N = 7)					
O (E)	5.28	0.53	—	0.79	—	—	—	—	—
P (E)	1.70	—	—	4.13	—	—	—	—	—
Q (E)	—	—	—	—	—	—	—	—	—
R (E)	5.63	2.60	—	—	—	—	—	—	—
AVE. (E)	3.83	1.01	—	1.44	—	—	—	—	—
S (C)	2.55	0.64	—	0.80	—	—	0.48	—	—
T (C)	—	8.78	—	0.93	—	—	—	—	—
U (C)	2.69	—	—	—	—	—	—	—	—
AVE. (C)	1.45	2.64	—	0.43	—	—	0.12	—	—
				CEP No. 2 (N = 8)					
G (E)	—	—	—	—	—	—	—	—	—
H (E)	0.14	2.18	—	—	—	—	—	—	—
I (E)	4.70	1.88	—	—	—	—	—	—	—
J (E)	—	—	2.87	—	—	—	—	—	—
AVE. (E)	1.66	1.09	.87	—	—	—	—	—	—
K (C)	—	2.58	—	—	—	—	—	—	—
L (C)	—	—	—	—	—	—	—	—	—
M (C)	3.47	—	—	—	—	—	—	0.46	—
N (C)	3.06	—	—	—	—	—	—	—	—
AVE. (C)	2.06	.66	—	—	—	—	—	.15	—

Table 118 (cont.)

Time Spent by Secondary School Counselors in Testing Functions, Experimental and Control Groups, First Year*

(In per cent)

Counselor	Aptitude	Achievement	Mental Ability	Interest	Personality	Sociometric	Rating Scales	Anecdotal Records	Other Appraisal Devices
CEP No. 3 (N = 6)									
A (E)	–	–	–	–	–	–	–	–	–
B (E)	–	–	–	–	–	–	–	–	–
C (E)	0.65	3.47	–	0.43	–	–	–	–	–
AVE. (E)	0.20	1.43	–	0.14	–	–	–	–	–
D (C)	–	–	–	–	–	–	–	–	–
E (C)	–	–	–	–	–	–	–	–	–
F (C)	2.60	–	–	–	–	–	–	–	–
AVE. (C)	0.97	–	–	–	–	–	–	–	–

*Per cent of total counselor time

Table 119

Time Spent by Secondary School Counselors in Testing Functions, Experimental and Control Groups, Second Year

(In per cent)*

Counselor	Aptitude	Achievement	Mental Ability	Interest	Personality	Sociometric	Rating Scales	Anecdotal Records	Other Appraisal Devices
				CEP No. 1 (N = 7)					
O (E)	4.13	–	–	2.64	–	–	–	–	–
P (E)	2.85	1.71	–	1.14	–	–	–	–	–
Q (E)	2.66	.94	1.88	–	–	–	–	–	–
R (E)	.75	–	–	–	–	–	–	–	–
AVE. (E)	2.47	.66	.44	.87	–	–	–	–	–
S (C)	2.64	–	–	–	–	–	–	–	–
T (C)	1.08	2.08	–	–	–	–	–	–	–
U (C)	.72	5.38	–	–	–	–	–	–	–
AVE. (C)	1.53	2.20	–	–	–	–	–	–	–
				CEP No. 2 (N = 8)					
G (E)	–	.73	–	–	–	–	–	–	–
H (E)	2.34	–	–	–	–	–	–	–	–
I (E)	1.36	1.36	–	–	–	–	–	–	–
J (E)	.21	–	–	–	–	–	–	–	–
AVE. (E)	.94	.54	–	–	–	–	–	–	–
K (C)	1.48	2.30	–	.86	–	–	–	–	–
L (C)	2.10	.38	–	.29	–	–	–	–	–
M (C)	2.91	–	–	–	–	–	–	–	–
N (C)	2.53	2.23	–	1.01	–	–	–	–	–
AVE. (C)	2.18	1.33	–	.57	–	–	–	–	–

Table 119 (cont.)

Time Spent by Secondary School Counselors in Testing Functions, Experimental and Control Groups, Second Year

(In per cent)*

Counselor	Aptitude	Achievement	Mental Ability	Interest	Personality	Sociometric	Rating Scales	Anecdotal Records	Other Appraisal Devices
				CEP No. 3 (N = 6)					
A (E)	2.71	.74	—	—	—	—	—	—	—
B (E)	—	—	3.15	—	—	—	—	—	—
C (E)	.48	1.69	—	.96	—	—	—	—	—
AVE. (E)	1.07	.83	1.02	.33	—	—	—	—	—
D (C)	—	.54	—	—	—	—	—	—	—
E (C)	—	—	—	—	—	—	—	—	—
F (C)	—	.65	—	—	—	—	—	—	—
AVE. (C)	—	.45	—	—	—	—	—	—	—

*Per cent of total counselor time.

Table 120

Frequency Which Various Types of Interview Content Were Used by Secondary School Counselors, Experimental and Control Groups, Both Years*

Counselor	Year	Responded to Feeling	Discussed Occupational Educational Information	Discussed Career Plans	Interpreted Test	Interpreted Behavior	Discussed Curriculum	Explained Learning Principle	Studied Guidance Programs	Suggested Change in Teaching Style	Suggested Organizational Change
CEP No. 1 (N = 7)											
O (E)	1	31	49	32	5	18	9	4	–	–	2
	2	72	109	58	22	45	19	7	–	2	–
P (E)	1	82	64	37	9	39	6	–	–	1	1
	2	164	128	93	12	63	22	–	3	9	2
Q (E)	1	19	14	5	2	14	6	–	3	2	3
	2	165	79	15	10	114	10	–	25	3	19
R (E)	1	105	52	26	20	60	14	1	3	6	4
	2	271	114	57	27	155	95	16	26	18	18
Total (E)	1	237	179	100	36	131	35	5	6	9	10
	2	672	430	223	71	377	146	23	54	32	39
S (C)	1	148	110	27	8	57	4	5	2	7	3
	2	266	150	71	21	107	3	8	8	6	11
T (C)	1	61	31	5	2	42	7	–	2	1	–
	2	251	149	27	49	171	12	8	4	2	7
U (C)	1	24	90	21	4	6	8	2	1	–	4
	2	69	175	71	30	42	27	4	3	7	19
Total (C)	1	233	231	53	14	105	19	7	5	8	7
	2	586	474	169	100	320	42	20	15	15	37

Table 120 (cont.)

Frequency Which Various Types of Interview Content Were Used by Secondary School Counselors, Experimental and Control Groups, Both Years*

Counselor	Year	Responded to Feeling	Discussed Occupational Educational Information	Discussed Career Plans	Interpreted Test	Interpreted Behavior	Discussed Curriculum	Explained Learning Principle	Studied Guidance Programs	Suggested Change in Teaching Style	Suggested Organizational Change
CEP No. 2 (N = 8)											
G (E)	1	95	6	6	1	8	2	1	2	1	4
	2	209	5	4	2	34	1	–	1	–	1
H (E)	1	8	57	18	36	25	16	1	4	–	3
	2	23	108	42	24	57	9	5	7	1	3
I (E)	1	41	45	19	–	16	4	–	–	1	–
	2	88	117	38	2	81	17	–	15	9	2
J (E)	1	24	172	21	9	21	–	–	1	1	2
	2	111	252	9	19	91	7	1	5	4	3
Total (E)	1	168	280	64	46	70	22	2	7	3	9
	2	431	482	93	47	263	34	6	28	14	9
K (C)	1	26	35	33	2	26	21	4	–	4	1
	2	91	130	145	36	83	55	4	1	4	–
L (C)	1	11	5	1	10	7	–	3	1	1	–
	2	70	116	40	20	43	6	8	2	1	–
M (C)	1	44	95	35	9	14	8	–	1	1	1
	2	137	99	66	16	37	12	1	2	–	2
N (C)	1	47	37	43	19	22	4	1	–	–	2
	2	132	132	66	28	44	38	7	2	2	3
Total (C)	1	128	172	112	40	69	33	8	2	6	4
	2	430	477	317	100	207	111	20	7	7	5

Table 120 (cont.)

Counselor	Year	Responded to Feeling	Discussed Occupational Educational Information	Discussed Career Plans	Interpreted Test	Interpreted Behavior	Discussed Curriculum	Explained Learning Principle	Studied Guidance Programs	Suggested Change in Teaching Style	Suggested Organizational Change
CEP No. 3 (N = 6)											
A (E)	1	96	61	17	19	50	48	21	5	20	8
	2	370	215	51	26	152	85	32	10	25	6
B (E)	1	66	11	1	1	65	15	26	6	8	9
	2	188	–	–	39	178	16	85	15	18	1
C (E)	1	47	37	7	8	37	8	8	16	1	1
	2	105	163	26	22	100	10	6	21	6	12
Total (E)	1	209	109	25	28	152	71	55	27	29	20
	2	663	378	77	87	430	111	123	46	49	19
D (C)	1	56	109	21	14	56	41	6	7	11	7
	2	96	175	4	45	250	25	65	13	11	8
E (C)	1	50	19	1	1	55	9	1	3	8	2
	2	99	78	3	–	97	26	9	21	13	3
F (C)	1	82	63	9	–	39	17	–	4	14	3
	2	194	89	18	47	86	23	8	5	11	3
Total (C)	1	188	191	31	15	150	67	7	14	33	12
	2	389	342	25	92	433	74	82	39	35	14

*More than one type of interview content may have been used during a single counselor contact.

Table 121

Time Spent by Secondary School Counselors in Other Professional Activities, Experimental and Control Groups, First Year*

(In per cent)

Counselor	Professional Meetings	College Course	Read Professional Literature
CEP No. 1 (N = 7)			
O (E)	1.59	–	1.59
P (E)	–	–	–
Q (E)	6.74	–	–
R (E)	–	–	–
AVE. (E)	1.08	–	0.43
S (C)	0.96	–	0.32
T (C)	4.67	–	–
U (C)	–	–	0.22
AVE. (C)	3.05	–	0.16
CEP No. 2 (N = 8)			
G (E)	4.40	–	1.65
H (E)	–	–	4.63
I (E)	10.82	–	–
J (E)	1.08	–	–
AVE. (E)	4.74	–	1.17
K (C)	–	–	2.15
L (C)	3.29	–	–
M (C)	0.93	–	–
N (C)	7.77	–	–
AVE. (C)	3.09	–	0.55
CEP No. 3 (N = 6)			
A (E)	4.05	–	–
B (E)	–	–	–
C (E)	2.06	–	–
AVE. (E)	2.08	–	–
D (C)	–	–	1.51
E (C)	16.56	–	–
F (C)	1.11	–	–
AVE. (C)	4.76	–	0.55

*Per cent of total counselor time.

Table 122

Time Spent by Secondary School Counselors in Other Professional Activities, Experimental and Control Groups, Second Year*

(In per cent)

Counselor	Professional Meetings	College Course	Read Professional Literature
CEP No. 1 (N = 7)			
O (E)	3.63	–	1.65
P (E)	5.99	–	1.43
Q (E)	3.13	–	–
R (E)	1.78	–	.33
AVE. (E)	3.58	–	.82
S (C)	2.60	–	.41
T (C)	.22	–	.97
U (C)	4.66	–	1.50
AVE. (C)	2.18	–	.91
CEP No. 2 (N = 8)			
G (E)	3.07	–	–
H (E)	–	–	5.48
I (E)	1.36	–	–
J (E)	1.04	–	.56
AVE. (E)	1.27	–	1.23
K (C)	1.56	–	.70
L (C)	4.30	–	1.63
M (C)	3.89	–	1.20
N (C)	5.57	–	3.19
AVE. (C)	3.68	–	1.62
CEP No. 3 (N = 6)			
A (E)	4.52	–	1.64
B (E)	3.57	–	5.53
C (E)	2.89	–	–
AVE. (E)	3.66	–	2.34
D (C)	.73	–	1.09
E (C)	2.39	–	–
F (C)	2.20	–	–
AVE. (C)	1.65	–	.44

*Per cent of total counselor time.

Table 123

Time Spent by Secondary School Counselors in Miscellaneous Activities, Experimental and Control Groups, First Year*

(In per cent)

Counselor	Recording & Reporting	Evaluation Activities	Planning Activities	Clerical
		CEP No. 1 (N = 7)		
O (E)	9.78	4.36	5.94	9.64
P (E)	3.16	–	4.73	.61
Q (E)	–	–	4.12	8.99
R (E)	0.43	1.63	2.06	11.05
AVE. (E)	3.75	1.73	4.11	7.36
S (C)	5.49	–	0.64	–
T (C)	4.48	–	1.49	15.78
U (C)	14.00	2.13	1.01	8.29
AVE. (C)	6.26	0.49	0.85	7.16
		CEP No. 2 (N = 8)		
G (E)	11.93	–	–	–
H (E)	9.39	1.09	5.31	0.27
I (E)	6.74	–	1.41	2.59
J (E)	3.41	2.15	0.54	29.96
AVE. (E)	7.03	0.87	1.72	8.20
K (C)	–	–	–	12.88
L (C)	5.92	–	4.93	26.32
M (C)	2.66	0.46	7.06	20.02
N (C)	6.95	0.94	2.12	6.13
AVE. (C)	3.68	0.44	3.46	15.17
		CEP No. 3 (N = 6)		
A (E)	4.82	0.58	0.58	17.94
B (E)	4.31	0.62	2.46	4.10
C (E)	6.29	2.60	0.43	7.38
AVE. (E)	5.11	1.23	1.16	10.02
D (C)	7.45	0.19	2.45	0.38
E (C)	–	–	2.10	–
F (C)	3.71	–	5.84	0.93
AVE. (C)	4.10	0.07	3.62	0.48

* Per cent of total counselor time.

Table 124

Time Spent by Secondary School Counselors in Miscellaneous Activities, Experimental and Control Groups, Second Year*

(In per cent)

Counselor	Recording & Reporting	Evaluation Activities	Planning Schedule	Clerical
		CEP No. 1 (N = 7)		
O (E)	6.72	1.10	3.80	6.50
P (E)	–	2.57	1.14	–
Q (E)	2.25	.31	2.98	14.67
R (E)	0.12	–	1.00	10.54
AVE. (E)	2.03	.97	2.23	7.92
S (C)	2.89	–	2.36	–
T (C)	7.18	–	3.34	10.80
U (C)	9.31	6.10	1.16	6.32
AVE. (C)	6.23	1.56	2.28	5.70
		CEP No. 2 (N = 8)		
G (E)	15.77	–	–	–
H (E)	3.02	.37	1.73	4.00
I (E)	10.37	1.06	0.30	0.30
J (E)	5.32	1.95	–	30.41
AVE. (E)	8.13	0.84	0.50	8.67
K (C)	7.65	.39	0.23	2.69
L (C)	11.77	1.63	6.60	25.63
M (C)	4.68	3.26	4.74	4.00
N (C)	2.59	1.32	4.05	5.47
AVE. (C)	6.87	1.65	3.90	9.44
		CEP No. 3 (N = 6)		
A (E)	5.18	2.06	1.81	.62
B (E)	5.28	.51	2.13	–
C (E)	0.72	–	0.64	0.32
AVE. (E)	3.69	1.02	1.00	0.32
D (C)	9.34	1.42	3.12	14.64
E (C)	2.95	–	–	–
F (C)	2.11	.49	4.31	–
AVE. (C)	5.21	.83	2.47	4.88

*Per cent of total counselor time.

Table 125

Total Time Spent Working by Elementary School Counselors During Days Sampled, Experimental and Control, First and Second Year

CEP No. 4

(N = 8)

Counselor	(In minutes) First Year	Second Year
AA (E)	10,710	11,394
BB (E)	10,395	11,649
CC (E)	11,228	13,300
DD (E)	11,575	11,418
AVE. (E)	10,977	11,940
EE (C)	8,140	7,362
FF (C)	7,775	9,000
GG (C)	9,000	8,520
HH (C)	12,920	11,866
AVE. (C)	9,458	9,384

Table 126

Number of Functions Performed by Elementary School Counselors, Experimental and Control, First and Second Year

CEP No. 4

(N = 8)

Counselor	First Year	Second Year
AA (E)	630	633
BB (E)	297	353
CC (E)	401	380
DD (E)	463	519
AVE. (E)	447	471
EE (C)	407	409
FF (C)	311	450
GG (C)	500	426
HH (C)	380	349
AVE. (C)	399	408

Table 127

Average Amount of Time Spent Per Function by Elementary School Counselors, Experimental and Control, First and Second Year

CEP No. 4

(N = 8)

Counselor	First Year	Second Year
	(In minutes)	
AA (E)	17	18
BB (E)	35	33
CC (E)	28	35
DD (E)	25	22
AVE. (E)	26	27
EE (C)	20	18
FF (C)	25	20
GG (C)	18	20
HH (C)	34	34
AVE. (C)	24	23

Table 128

Time Spent by Elementary School Counselors on Functions for Pupils, by Sex, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

Counselor	Year	Male	Female	Both
		(In per cent*)		
AA (E)	1	31.92	10.68	57.40
	2	34.26	14.25	51.50
BB (E)	1	29.93	9.05	61.02
	2	27.87	0.74	71.39
CC (E)	1	42.44	18.40	39.17
	2	44.81	19.85	35.34
DD (E)	1	41.23	16.75	42.02
	2	55.62	18.67	25.71
AVE. (E)	1	36.38	13.72	49.90
	2	40.63	13.38	45.99
EE (C)	1	33.77	7.84	58.39
	2	31.55	12.27	56.19
FF (C)	1	38.96	22.89	38.15
	2	36.81	17.01	46.12
GG (C)	1	22.47	21.65	55.87
	2	25.31	9.05	65.04
HH (C)	1	15.41	17.41	67.18
	2	22.88	10.95	66.17
AVE. (C)	1	27.65	17.45	54.90
	2	29.13	12.33	58.53

*Per cent of total time with children.

Table 129

Time Spent by Elementary School Counselors with Students of Various Grade Levels, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Pre-school-Third Grade	Fourth-Sixth	Special Education
AA (E)	1	49.01	31.12	0.11
	2	42.86	34.69	0.09
BB (E)	1	19.50	12.90	–
	2	21.38	12.21	–
CC (E)	1	44.62	24.52	–
	2	33.10	29.86	–
DD (E)	1	22.79	18.74	1.51
	2	28.08	32.42	–
AVE. (E)	1	33.98	21.82	0.40
	2	31.37	27.29	0.03
EE (C)	1	32.82	22.78	–
	2	38.35	26.04	–
FF (C)	1	49.87	30.56	–
	2	36.69	34.18	–
GG (C)	1	22.46	28.82	8.17
	2	27.38	29.15	3.20
HH (C)	1	31.16	32.41	2.68
	2	32.18	41.31	3.94
AVE. (C)	1	34.08	28.64	2.71
	2	33.65	32.67	1.79

*Per cent of total counselor time specifiable by pupil grade.

Table 130

Elementary School Counselor Time Spent on Various Function Purposes, Experimental and Control Groups, First and Second Year*

(N = 8)

(In per cent)

Counselor	Year	Facilitate Development	Remediate Problem	Remediate Problem and Facilitate Development
AA (E)	1	30.23	16.92	19.35
	2	25.88	20.89	25.62
BB (E)	1	16.76	23.15	2.81
	2	14.42	16.77	8.34
CC (E)	1	19.05	41.62	8.38
	2	17.67	44.57	1.48
DD (E)	1	32.68	27.29	14.26
	2	36.00	32.48	14.27
AVE. (E)	1	24.68	27.24	11.20
	2	23.49	28.67	12.42
EE (C)	1	32.65	16.96	4.36
	2	37.42	26.71	1.61
FF (C)	1	35.98	29.52	16.02
	2	32.58	15.85	24.68
GG (C)	1	38.82	15.50	5.91
	2	52.43	19.77	5.28
HH (C)	1	14.47	22.89	13.09
	2	18.37	25.34	24.54
AVE. (C)	1	30.48	21.22	9.85
	2	35.20	21.92	14.03

*Percent of total counselor time (does not include "other" category).

Table 131

Individual Elementary School Counselor Time Spent on Various Types of Functions, Experimental and Control Groups, First and Second Year*

(N = 8)

(In per cent)

Counselor	Year	Counseling & Behavior Modification	Developmental Classroom Guidance	Consulting & In-service	Placement & Testing
AA (E)	1	11.55	9.91	46.73	0.33
	2	16.55	12.64	43.42	–
BB (E)	1	13.37	17.53	20.87	–
	2	16.74	15.58	17.59	2.57
CC (E)	1	16.46	10.14	38.63	1.23
	2	18.10	5.93	39.73	0.15
DD (E)	1	13.71	10.57	51.57	0.42
	2	32.66	5.18	37.66	1.58
AVE. (E)	1	13.77	12.04	39.45	0.49
	2	21.01	9.83	34.60	1.07
EE (C)	1	6.61	28.65	32.22	5.03
	2	6.23	31.73	35.47	4.89
FF (C)	1	11.88	21.06	34.17	6.52
	2	18.16	22.87	29.13	2.46
GG (C)	1	12.10	17.12	42.16	0.45
	2	7.34	17.13	49.27	0.41
HH (C)	1	15.88	23.57	27.06	10.99
	2	22.62	26.34	32.42	3.52
AVE. (C)	1	11.61	22.60	33.91	5.75
	2	13.58	24.52	36.57	2.82

*Per cent of total counselor time.

Table 132

Time Spent by Elementary School Counselors in Various Locations Where Functions were Performed, Experimental and Control, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	School	Home	Other
AA (E)	1	93.81	0.16	5.71
	2	95.42	–	4.58
BB (E)	1	93.94	–	5.39
	2	95.75	–	4.25
CC (E)	1	95.51	1.00	1.75
	2	96.05	0.26	3.68
DD (E)	1	97.41	–	2.59
	2	99.23	0.19	0.58
AVE. (E)	1	95.17	0.29	3.86
	2	96.61	0.11	3.28
EE (C)	1	99.02	0.49	0.49
	2	99.27	0.24	0.49
FF (C)	1	99.68	–	–
	2	98.22	0.67	1.11
GG (C)	1	99.60	0.40	–
	2	99.06	0.23	0.70
HH (C)	1	94.47	0.26	5.26
	2	98.28	1.15	0.57
AVE. (C)	1	98.19	0.29	1.44
	2	98.71	0.57	0.72

*Per cent of total functions.

Table 133

Primary Form of Communication Used by Elementary School Counselors, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

Counselor		Year	Face-to-Face	Play Material	Telephone	Written	None
			(In per cent*)				
AA	(E)	1	66.67	1.11	10.00	6.83	15.40
		2	70.14	2.05	6.48	8.06	13.27
BB	(E)	1	76.09	0.34	2.69	2.36	18.18
		2	68.56	0.57	2.27	13.03	15.58
CC	(E)	1	74.31	0.75	5.24	1.75	17.71
		2	78.16	0.26	2.63	0.53	18.42
DD	(E)	1	74.51	0.65	10.15	1.08	13.39
		2	74.95	2.89	9.44	0.39	12.33
AVE.	(E)	1	72.90	0.71	7.02	3.00	16.17
		2	72.94	1.44	5.24	5.49	14.89
EE	(C)	1	79.36	—	4.18	0.98	15.48
		2	80.68	—	5.62	—	13.69
FF	(C)	1	73.31	0.32	4.18	3.54	18.65
		2	70.00	0.44	7.11	4.44	18.00
GG	(C)	1	71.80	1.00	7.60	7.40	12.00
		2	70.89	—	14.08	3.76	11.27
HH	(C)	1	86.32	0.26	7.37	0.79	5.26
		2	89.11	—	3.15	2.01	5.73
AVE.	(C)	1	77.70	0.40	5.83	3.18	12.85
		2	77.67	0.11	7.49	2.55	12.77

*Per cent of total functions.

Table 134

Individuals Who Initiated Functions Involving Elementary School Counselors, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Counselor	Pupil	Teacher	Principal	Parent	Other Specialist	Other
AA (E)	1	62.70	1.27	14.92	5.08	1.90	10.32	3.49
	2	53.71	2.53	17.54	4.74	1.74	13.74	6.00
BB (E)	1	69.02	4.38	5.05	2.36	0.34	13.47	5.49
	2	57.79	5.67	13.60	5.67	1.70	7.08	8.50
CC (E)	1	61.85	5.99	18.70	5.24	1.75	2.00	4.24
	2	48.16	8.42	21.05	5.00	5.53	2.63	9.21
DD (E)	1	56.37	8.21	8.21	5.83	1.94	13.82	5.62
	2	57.03	14.45	11.56	5.01	1.93	7.51	2.50
AVE. (E)	1	62.48	4.96	11.72	4.63	1.48	9.90	4.68
	2	54.13	7.76	15.93	5.14	2.76	7.73	6.55
EE (C)	1	72.97	0.98	16.22	3.69	0.98	3.44	1.72
	2	76.77	0.49	8.31	5.87	0.98	4.89	2.69
FF (C)	1	70.74	0.64	14.15	4.18	2.25	3.86	4.18
	2	56.44	3.56	18.22	5.33	4.00	5.78	6.67
GG (C)	1	67.80	5.00	11.60	5.80	0.80	8.40	0.60
	2	62.68	5.16	13.15	4.46	3.29	11.03	0.23
HH (C)	1	45.00	7.63	17.63	8.16	7.89	4.21	9.21
	2	37.54	16.91	24.93	7.45	5.73	2.29	5.16
AVE. (C)	1	64.13	3.56	14.90	5.46	2.98	4.98	3.93
	2	58.36	6.53	16.50	5.78	3.50	6.00	3.69

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* Per cent of total counselor contacts.

Table 135

Time Spent by Elementary School Counselors in Making Referrals, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Services Inside School (School Social Worker, School Psychologist, Nurse, Speech, etc.)	Services Outside of School
AA (E)	1	2.90	0.23
	2	1.48	0.30
BB (E)	1	0.24	–
	2	–	–
CC (E)	1	0.44	0.26
	2	–	–
DD (E)	1	0.04	–
	2	0.09	–
AVE. (E)	1	0.91	0.12
	2	0.39	0.08
EE (C)	1	–	–
	2	–	–
FF (C)	1	0.26	–
	2	0.05	–
GG (C)	1	–	–
	2	–	–
HH (C)	1	–	0.46
	2	0.25	0.25
AVE. (C)	1	0.06	0.11
	2	0.08	0.06

* Per cent of total counselor time

Table 136

Time Spent by Individual Elementary School Counselor in Professional Activities, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Studied Professional Literature	Attended Professional Meeting	Attended College or In-Service
AA (E)	1	0.14	6.03	–
	2	–	5.64	1.30
BB (E)	1	1.31	10.41	–
	2	0.68	4.71	2.44
CC (E)	1	0.22	1.32	–
	2	–	1.33	4.56
DD (E)	1	0.55	0.25	–
	2	0.13	0.22	–
AVE. (E)	1	0.55	4.50	–
	2	0.22	2.98	2.08
EE (C)	1	0.18	1.03	–
	2	1.27	–	–
FF (C)	1	–	–	–
	2	0.22	3.29	–
GG (C)	1	2.96	3.51	–
	2	1.06	5.51	–
HH (C)	1	0.23	8.42	2.60
	2	1.22	5.70	–
AVE. (C)	1	0.84	3.24	0.65
	2	0.94	3.63	–

* Per cent of total counselor time.

Table 137

Time Spent by Elementary School Counselors in Miscellaneous Activities, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Analyzed Pupil Data	Studied Reference Works	Planned Work Schedule	Reporting & Recording	Clerical
AA (E)	1	0.93	0.19	1.17	8.22	0.28
	2	1.69	0.13	1.39	8.03	0.30
BB (E)	1	–	1.11	1.36	20.29	4.07
	2	0.94	1.20	2.05	18.57	5.95
CC (E)	1	1.14	0.22	4.04	9.39	0.22
	2	2.51	1.10	4.03	6.72	–
DD (E)	1	0.93	0.25	1.83	11.71	0.08
	2	1.05	2.63	2.41	2.72	1.54
AVE. (E)	1	0.75	0.44	2.10	12.41	1.16
	2	1.55	1.26	2.45	9.01	1.95
EE (C)	1	2.06	0.97	1.76	9.63	3.27
	2	1.61	–	1.61	6.89	–
FF (C)	1	2.84	4.39	4.52	10.59	–
	2	2.03	2.36	6.36	7.84	0.33
GG (C)	1	1.73	2.79	2.51	5.30	1.39
	2	0.70	1.23	0.88	3.34	1.58
HH (C)	1	1.22	–	–	6.28	0.38
	2	0.50	1.26	–	5.66	–
AVE. (C)	1	1.96	2.04	2.20	7.95	1.26
	2	1.21	1.21	2.21	5.94	0.48

* Per cent of total counselor time.

Table 138

Individuals of Concern When Functions Were Performed by Elementary School Counselors, Experimental and Control Groups*

CEP No. 4

(N = 8)

(In per cent)

Counselor	Year	One Pupil	Teacher(s)	Parent(s)	Several Pupils	Groups of pupils, e.g., underachiever, gifted, retarded, etc.	Pupils in school	Pupils in one grade	Pupils in one room	Other
AA (E)	1	30.42	0.79	1.17	8.27	7.34	10.61	17.66	4.81	18.74
	2	32.39	1.13	0.17	17.59	6.38	9.42	10.20	10.03	12.68
BB (E)	1	5.62	4.41	0.48	9.06	7.02	0.58	3.97	14.38	53.85
	2	5.13	3.85	1.54	12.07	4.88	3.51	3.21	19.21	46.60
CC (E)	1	39.60	4.08	1.93	11.85	—	5.00	8.03	8.52	20.76
	2	35.87	3.69	6.76	10.94	2.93	4.60	6.76	8.02	20.44
DD (E)	1	20.20	6.03	4.75	8.91	1.19	2.12	0.42	7.60	47.03
	2	32.92	4.48	4.39	17.34	1.67	3.42	2.94	7.37	25.46
AVE. (E)	1	23.96	3.83	2.07	9.52	3.89	4.58	7.52	8.83	35.10
	2	26.57	3.29	3.23	14.48	3.96	5.24	5.78	11.16	26.29
EE (C)	1	22.23	2.97	0.30	2.18	7.93	1.88	4.36	26.29	31.31
	2	28.92	2.81	0.20	2.21	2.74	2.28	2.01	33.13	25.70
FF (C)	1	46.45	0.84	—	8.27	1.36	9.69	0.26	21.64	11.50
	2	30.33	3.29	1.92	16.13	1.59	7.35	1.04	21.83	16.51
GG (C)	1	18.63	15.50	4.85	6.53	3.23	5.19	5.58	34.32	15.78
	2	14.72	17.77	11.55	5.34	2.76	7.45	5.75	25.57	9.09
HH (C)	1	19.71	5.40	2.41	15.15	1.88	3.37	2.91	25.45	22.73
	2	22.82	3.73	5.03	18.83	0.34	4.78	0.25	29.53	14.68
AVE. (C)	1	26.75	6.18	1.89	8.03	3.60	5.03	3.28	24.42	20.33
	2	24.20	6.90	4.68	10.63	1.86	5.46	2.26	27.52	16.50

* Per cent of total functions.

Table 139

Individuals Present When Functions were Performed by Elementary School Counselors, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Pupil	Teacher	Parent	Principal	Special Group	School	Grade	Room	Specialist	Outside Resource	Alone
AA (E)	1	13.41	38.08	12.24	17.99	–	–	5.93	4.77	24.30	4.16	0.42
	2	14.68	43.86	11.33	19.97	0.87	–	5.56	8.47	25.10	9.99	0.13
BB (E)	1	9.20	28.09	7.94	12.30	5.33	1.07	2.42	15.06	25.08	9.78	0.53
	2	11.25	26.14	3.29	7.79	5.52	1.03	2.61	17.50	14.51	4.62	0.21
CC (E)	1	21.33	29.28	16.29	7.16	0.57	0.22	0.26	4.17	13.70	–	0.57
	2	23.86	26.56	17.74	11.06	–	–	–	1.22	20.17	3.46	0.27
DD (E)	1	13.79	30.65	12.27	16.55	0.59	0.76	0.38	6.15	35.23	10.02	0.64
	2	31.61	21.77	9.09	16.64	0.48	0.31	0.26	4.96	24.19	3.25	0.40
AVE. (E)	1	14.44	31.52	12.18	13.50	1.62	0.51	2.25	7.54	24.58	5.99	0.18
	2	20.35	29.57	10.37	13.87	1.64	0.34	2.11	8.04	20.99	5.33	0.25
EE (C)	1	10.78	40.16	2.60	9.45	–	–	2.79	25.92	13.51	3.92	1.03
	2	12.92	33.60	6.49	7.83	–	0.27	1.61	33.67	12.72	8.70	0.74
FF (C)	1	20.03	46.64	10.34	9.95	0.78	–	–	19.19	10.92	2.39	1.23
	2	24.03	37.96	9.05	15.30	–	0.88	–	18.71	13.93	3.78	0.71
GG (C)	1	12.94	36.75	7.92	8.59	4.68	0.11	0.50	16.79	24.21	2.84	1.17
	2	31.03	38.65	13.43	8.86	0.29	–	–	4.69	27.39	2.93	0.88
HH (C)	1	20.36	24.65	11.17	10.03	0.84	0.19	–	24.15	4.13	12.17	0.88
	2	22.36	20.55	11.20	11.07	1.97	–	3.02	28.02	3.73	4.07	0.71
AVE. (C)	1	16.03	37.05	8.01	9.50	1.58	0.08	0.82	21.51	13.19	5.34	0.20
	2	22.58	32.69	10.04	10.77	0.57	0.29	1.16	21.27	14.44	4.87	0.20

* Counselor total per cent may exceed 100% because more than one type of person may have been present when function was performed.

Table 140

Feelings and Content of Functions Performed With Others by Elementary School Counselors, Experimental and Control Groups*

CEP No. 4

(N = 8)

Counselor	Year	Gave and/or Rec'd Information	Made and/or Rec'd Suggestions	Responded to Feelings	Reflected as to Meaning of Expressions	Gave Support	Interpreted Behavior to Another Person	Interpreted Information to Others	Discussed Plans of Action	Adopted a Plan
AA (E)	1	25.43	16.91	9.14	5.51	9.36	5.85	12.09	10.56	5.79
	2	22.55	16.00	8.45	6.46	8.45	5.81	11.97	13.31	7.00
BB (E)	1	21.89	16.81	10.03	7.77	11.86	9.75	6.78	10.73	4.38
	2	21.14	16.16	12.76	7.90	14.22	8.87	4.50	8.75	5.71
CC (E)	1	14.42	14.18	11.26	13.13	11.40	11.07	5.22	13.94	5.37
	2	17.94	15.38	12.42	15.15	11.59	7.86	4.51	11.87	5.18
DD (E)	1	21.50	14.17	11.51	8.58	9.34	8.31	7.38	11.18	8.58
	2	21.80	13.12	13.37	8.68	12.32	8.13	8.58	7.58	6.53
AVE. (E)	1	20.81	15.52	10.48	8.74	10.49	8.74	7.87	11.60	6.03
	2	20.86	12.14	9.40	7.63	9.31	6.13	5.91	10.38	4.88
EE (C)	1	24.70	16.38	12.14	6.79	13.07	11.88	5.94	5.18	4.24
	2	25.18	18.77	12.99	9.46	12.35	9.86	5.93	3.61	1.84
FF (C)	1	25.28	19.19	7.11	5.42	13.21	5.87	13.88	8.13	1.92
	2	25.44	20.66	8.56	8.25	15.50	3.70	7.25	10.10	0.85
GG (C)	1	20.67	14.29	15.29	15.29	12.44	7.56	5.38	5.55	3.42
	2	18.68	13.87	16.45	16.27	13.10	8.17	7.34	5.05	1.06
HH (C)	1	21.62	17.14	17.67	17.00	16.87	4.35	2.01	4.22	3.48
	2	14.53	14.17	20.24	19.89	19.68	4.23	1.55	4.51	1.20
AVE. (C)	1	23.07	16.75	13.15	11.13	13.90	7.42	6.80	5.77	3.27
	2	20.96	16.87	14.56	13.47	15.60	6.49	5.52	5.82	1.24

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* Many functions involved more than one category. Each per cent reported indicates frequency category was used in the total number reported involving people.

Table 141

Time Spent by Elementary School Counselors in Testing Activities, Experimental and Control Groups, Both Years

CEP No. 4

(N = 8)

(In per cent*)

Counselor	Year	Group Intelligence	Adjustment Inventory	Individual Intelligence	Other Individual Tests	Standardized Achievement	Other Group Tests
AA (E)	1	–	–	–	–	–	–
	2	–	–	100.00	–	–	–
BB (E)	1	–	–	100.00	–	–	–
	2	–	96.97	–	–	–	3.03
CC (E)	1	–	100.00	–	–	–	–
	2	–	–	–	–	–	–
DD (E)	1	–	–	–	50.00	–	50.00
	2	–	–	20.59	58.82	–	20.59
AVE. (E)	1	–	25.00	25.00	12.50	–	37.50
	2	–	24.24	30.15	14.70	–	5.90
EE (C)	1	–	–	56.90	6.90	20.69	15.52
	2	–	–	88.75	2.50	8.75	–
FF (C)	1	–	–	40.43	25.53	28.72	5.32
	2	–	–	53.49	27.91	13.95	4.65
GG (C)	1	–	42.86	–	57.14	–	–
	2	–	–	–	100.00	–	–
HH (C)	1	86.47			4.12	9.41	–
	2	–	7.69	–	–	92.31	–
AVE. (C)	1	21.62	10.71	24.33	23.42	14.71	5.21
	2	–	1.92	35.56	32.60	28.75	1.16

* Per cent of total time spent in testing activities (first year—E, 0.63% of total counselor time and C, 4.12% of total counselor time. Second year—E, 1.10% of total counselor time and C, 2.85% of total counselor time).

Table 142

Time Spent by Elementary School Counselors in Executing, Participating, Coordinating Functions, Experimental and Control Groups, First and Second Year

CEP No. 4

(N = 8)

Type of Function Performed	Year	(In per cent) Experimental (N = 4)		Control (N = 4)	
Individual Counseling	1st	8.71		7.27	
	2nd	9.99		6.51	
Group Counseling	1st	4.51		3.58	
	2nd	9.96		6.40	
Behavior Modification	1st	0.55		0.76	
	2nd	1.08		0.67	
	1st		13.77*		11.61*
	2nd		21.03*		13.58*
Developmental Classroom Guidance	1st	12.04		22.60	
	2nd	9.83		24.52	
	1st		12.04*		22.60*
	2nd		9.83*		24.52*
Consultation Conferences with Teachers, Parents, etc.	1st	37.82		29.58	
	2nd	32.02		34.35	
In-Service	1st	1.63		4.33	
	2nd	2.60		2.22	
	1st		39.45*		33.91*
	2nd		34.62*		36.57*
Pupil Placement	1st	0.04		0.91	
	2nd	0.00		0.16	
Testing	1st	0.45		4.84	
	2nd	1.08		2.66	
	1st		0.49*		5.75*
	2nd		1.08*		2.82*
Total	1st	66.77**		74.78**	
	2nd	66.94**		77.58**	

* Subtotals.

** Per cent of total counselor time.

Table 143

Time Spent by Elementary School Counselor in Planning for Functions to be Performed, Experimental and Control Groups*

CEP No. 4

(N = 8)

Planning Functions	Year	(In per cent) Experimental (N = 4)	Control (N = 4)
Individual Counseling	1st	0.76	0.44
	2nd	0.24	0.01
Group Counseling	1st	0.45	0.08
	2nd	0.71	0.22
Behavior Modification	1st	0.65	0.42
	2nd	0.39	0.34
Developmental Classroom Guidance	1st	5.18	1.82
	2nd	3.24	1.76
Consultation Conferences Teachers, Parents, etc.	1st	1.98	0.85
	2nd	1.95	0.64
In-Service	1st	1.52	2.66
	2nd	3.44	2.01
Pupil Placement	1st	0.13	0.24
	2nd	0.33	0.00
Testing	1st	0.00	0.24
	2nd	0.34	0.22

* Per cent of total counselor time. Since planning time was small, individual counselor planning time not listed.

Appendix D

Minnesota Certification Regulations

Code: VI-A-2W

STATE OF MINNESOTA
Department of Education
Teacher Certification Section
St. Paul, Minnesota 55101

EDU 340A COUNSELORS, ELEMENTARY SCHOOL

After September 1, 1972, a person employed as a counselor in a Minnesota public elementary school shall hold a certificate based on the following requirements:

(a) Qualification for certificate

(1) A valid certificate to teach in the public elementary schools of Minnesota based on a baccalaureate degree from an accredited teacher preparing institution, and

(2) One year of successful elementary teaching experience, and

(3) Completion of a Master's degree from a recognized graduate school in a program approved by the state department of education which in no event consists of fewer than 54 quarter hours at the graduate level. As part of its program each insitution of higher education must submit for approval by the state department of education a statement of competencies to be developed, and relate these expected competencies to components in its program. Competencies must be developed in all of the following areas:

Coordination
Counseling
Consultation
Developmental Guidance
Diagnosis
Human Relations.

(4) Candidates who satisfactorily meet the foregoing requirements will receive a two-year certificate for elementary school counselors.

(b) Renewal Requirements:

(1) The two-year certificate may be renewed for five years when six additional quarter credits in related competency areas have been completed and when one year of successful elementary counseling experience has been completed.

(2) five-year certificates may be renewed according to general regulations of the state board of education pertaining to continuing education.

Approved: Effective September 1, 1972

Code: VI-A-2C

STATE OF MINNESOTA
Department of Education
Teacher Certification Section
St. Paul, Minnesota 55101

EDU 340 COUNSELORS, SECONDARY SCHOOL

After September 1, 1963, a person employed as a counselor in a Minnesota public secondary school shall hold a certificate based on the following requirements:

(a) Qualifications for certificate

1. A valid certificate to teach in the public schools of Minnesota based upon a Bachelor's degree from an accredited teacher preparing institution.
2. Completion of a program of counselor education leading to a Master's degree or its equivalent (45 quarter hours of graduate work) and endorsement from an institution approved by the State Board of Education.
   - (aa) At least one course or its equivalent shall be taken in each of the seven areas listed below:
     - Principles and practice in guidance
     - Personality structure and mental hygiene
     - Measurement and research methods
     - Appraisal techniques
     - Occupational and training information and material
     - Counseling procedure
     - Practice in guidance and counseling; and
   - (bb) At least one course shall be chosen from the following areas:
     - Group Guidance
     - Organization and administration of guidance services
     - Psychology of learning
   - (cc) Not more than six credits earned in courses selected in (aa) and (bb) above may be undergraduate credits.
3. At least one year of successful teaching experience (two or more preferred).
4. Minimum of one year of cumulated work experience outside of education (two or more years of experience in several occupational areas preferred).

(b) Renewal requirements

Certificate may be renewed on evidence of satisfactory experience.

OTHER STUDIES IN THE MINNESOTA GUIDANCE SERIES

Secondary Guidance Programs and Their Impact Upon Students, *1968 (Available now only through ERIC ED 023141).*

Counselor Education in Minnesota: A Status Study, *1969.*

Vocational Students' Perception of Guidance Needs, *1969 (Available now only through ERIC ED 036809).*

Elementary School Guidance: Demonstration & Evaluation, *1972.*

Additional Studies in Elementary School Guidance: Psychological Education Activities Evaluated, *1973.*

Psychological Education with Adolescents and Other Alternative Approaches in Secondary Guidance, *1975.*

Minnesota Testing Programs, *1967 (out of print, under replication).*

Post High Schools Plans of Minnesota Seniors: Correlates & Changes, *1975.*